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ABSTRACT

This resource manual is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for implementing the "Work Skills" materials and a set of black line masters for all consumable student worksheets. The Instructor's Guide describes the components of "Work Skills": Orientation to the World of Work, Job Search Skills and Work Maturity Skills. Information is provided on the purpose, outcomes, benefits, users, focus, components, use, preparation, distribution, outline, and teacher role for each of the components. Suggestions for teaching each of the modules and supplementary activities are also provided. Student handouts, worksheets, and evaluation checklists are included for duplication/distribution and teacher use. (KC)

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WORK SKILLS
RESOURCE MANUAL

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1987

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Work Skills:
Instructor Guide

Connections
School and Work Transitions

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FOREWORD

Current labor market trends suggest that improving the school and work transitions of youth is a national priority. Over 25 percent of our nation's youth drop out of high school before they graduate. In large cities, the dropout rates are even higher at approximately 50 percent. Of those who do graduate, about 30 percent make high school graduation the end of their formal education and the starting point for work. These dropouts and recent high school graduates represent an entry-level labor pool that is changing in composition as we move toward the year 2000.

In the next 15 years, the proportion of the labor force in the 16 to 24-year age range is predicted to decline from 30 percent to 16 percent, and the youth who are in this age range are likely to be the kinds that employers have been able to overlook in the past—poorly motivated, lacking basic skills, and unprepared for the responsibilities and demands of work.

For students, their parents, the community, and society as a whole, the costs of inadequately prepared high school graduates and disconnected youth are high, relating to problems that include poverty, alcohol and drug abuse, pregnancy, single parenting, crime, and unemployment. For employers, the costs can make it impossible for their firms to compete in today's world markets—a competition that requires firms to have competent, skilled workers who will be productive and easy to train.

Clearly, schools must become more effective in preparing students to succeed in work that is appropriate and satisfying to them and their employers. And, they must enlist the support, expertise, and wisdom of business, industry, and the community to help them in preparing youth for school and work transitions.

The National Center for Research in Vocational Education has over 20 years of research, development, implementation, and dissemination experience directed at connecting students to work. The CONNECTIONS: SCHOOL AND WORK TRANSITIONS, which represents a synthesis of significant work on education and employment, presents a coordinated set of resources to help school administrators, counselors, teachers, and even employers help students in their school and work transitions. The CONNECTIONS resources include a connector's resource guide, classroom materials including a videotape, a Credentials for Employment document and career folder, and two career information guidebooks. Two orientation videotapes are also included in the package: a 30-minute documentary entitled "A National Perspective on Youth Employment," and a 10-minute orientation to the package topic and components entitled "Introducing Connections."

Resources

The Connector's Guide contains a set of 7 resources for administrators, counselors, teachers, and employers that offer strategies and techniques for effecting successful youth transitions from school to work. Individual resources in this looseleaf *Connector's Guide* are as follows:

- *Introduction to Connections* presents program coordinators with the background information, philosophy, components, and use of the CONNECTIONS materials.

- *An Action Guide to Youth Employment* presents recommendations for effecting positive youth transitions from school to work, strategies for implementing the recommendations, and research findings and data that support the recommendations.

- *Assessing and Planning with Students* outlines the overall processes for assessing students' needs, skills, attitudes, and interests and in developing individual career plans.

- *Involving the Community in Transitions* outlines steps in planning and implementing school-community linkages and the competencies needed by school-community coordinators.

- *Placing Students in Jobs* provides an overview of steps needed in developing, implementing, and evaluating placement programs.

- *Following Students into the World of Work* focuses on steps in planning follow-up studies, data collection, and reporting, as well as developing and delivering follow-through services.

- *Resources for Connections* identifies print materials that support the CONNECTIONS resources.

Curriculum Materials

The Employer's Choice is a research-based, multimedia set of instructional materials to prepare students for job market success. Individual components of *The Employer's Choice* are as follows:

- *Priorities That Count* uses data from completed employer questionnaires to illustrate how employers are influenced to hire and retain workers. Through selected activities, students are led to develop a realistic view of employer standards and to make plans for acquiring the skills employers want.

- *The Job Search* uses a videotape of simulated job interviews together with job applications to present facts about employers' responses to applicants at each stage of the job hiring process. By assessing the videotaped interviews and by role-playing the job application and interview process, students learn to perfect their job search techniques.

- *On the Job* uses a series of case studies to present the real-life situations and experiences young people encounter in getting a job, becoming the insider, training at the work site, and leaving a job. As students examine the consequences of various behaviors and attitudes, they begin to develop their own strategies for navigating the job search.

- *Resource Manual* contains an Instructor's Guide that provides strategies for implementing *The Employer's Choice* materials and a set of black line masters for all consumable student materials.

Work Skills is a set of competency-based instructional materials written for low-level readers, that prepares students with specific job search and job keeping skills. The components of *Work Skills* are as follows:

- *Orientation to the World of Work* provides practical, thought-provoking activities to help students analyze, plan, research, and decide why and how they will work.

- *Job Search Skills* provides detailed instruction for developing the skills necessary to prepare resumes, find job leads, complete job applications, interview for jobs, and assess job offers.

- *Work Maturity Skills* provides detailed instructions for developing the competencies employers want their employees to have as they work on the job.

- *Resource Manual* contains an Instructor's Guide that provides strategies for implementing the *Work Skills* materials and a set of black line masters for all consumable student worksheets.

Career Passports is a concise, systematic process for developing experience-based resumes. The components are as follows:

- *Student Workbook* contains worksheets for recording personal data, work and non-work experience; the skills, knowledge, and attitudes gained through these experiences, and other information that would be useful to employers or college admissions persons.

- *Leader's Guide* outlines the rationale, purpose, and step-by-step process for guiding students in developing Career Passports.

Documentation

Credentials for Employment is a certified record of the student's aptitudes, achievements, job skills, and work habits and behaviors. Completed by teachers, guidance counselors, employers, and community people, this document serves as evidence of the student's preparedness for work.

Supportive Materials

The *Career Portfolio* is a folder to hold documents that reflect the student's qualifications for work. A list of key documents for students to assemble appears on the front of the folder.

Additional Resources

Career Information in the Classroom is an inservice training resource designed to help K-12 teachers use the *Occupational Outlook Handbook* to infuse career information into their classroom curriculum.

Dignity in the Workplace: Labor Studies Curriculum Guide for Vocational School Teachers presents background information and a variety of activities for infusing labor studies into the curriculum. Student materials include 8 modules and numerous fact sheets on unions, industries, and the economy.

The National Center wishes to acknowledge the leadership provided to this effort by Dr. Robert E. Taylor, recently retired Executive Director. Appreciation is also extended to the

National Institute of Education for funding much of the research and effort that has gone into *The Employer's Choice* materials, the Department of Labor for similar funding of *Work Skills* and the National Institute for Work and Learning for their development of the *Career Passport*.

Additional recognition and appreciation is afforded to the Office of Vocational and Adult Education for funding the synthesis effort that has made this package possible. The significant and comprehensive materials on the topic of youth transitions could not have been assembled and developed into usable package components without their support.

Special recognition is due the following National Center staff who played major individual roles in the development of the CONNECTIONS package: Richard J. Miguel, Associate Director for Applied Research and Development, and Robert D. Bhaerman, Project Director, for leadership and direction of the project; Robert D. Bhaerman, Research Specialist, and Bettina A. Lankard, Program Associate, for synthesizing and developing the documents; Bob Gordon, Research Specialist, and Gary Dean, Graduate Research Associate, for their assistance in synthesizing information; and Jeanne Thomas, for word processing the documents. Appreciation is extended to the National Center editorial and media services personnel for editorial review, graphics, and production of the documents.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

The WORK SKILLS curriculum materials provide individualized, competency-based instruction to help students acquire the skills they need to obtain and retain jobs. Written at the 4th-grade reading level, these materials provide detailed step-by-step instructions for completing a series of tasks related to given competencies. Evaluation checklists are included for use in analyzing and recording if the tasks have been completed according to the standards identified in the performance objectives.

Orientation to the World of Work introduces students to the rationale and benefits associated with meaningful work and helps students analyze, plan, research, and decide why and how they will work.

Job Search Skills and *Work Maturity Skills* each contain a set of competency books with instructions that lead students to develop the skills required to achieve the competency addressed in each book. The five competency books in *Job Search Skills* are entitled:

- Prepare for the Job Search
- Search for Available Jobs
- Apply for Jobs
- Interview for Jobs
- Handle Job Offers

The seven competency books in *Work Maturity Skills* are entitled:

- Present a Positive Image
- Exhibit Positive Work Attitudes
- Practice Good Work Habits
- Practice Ethical Behavior
- Communicate Effectively
- Accept Responsibility
- Cooperate with Others

Work Skills is targeted for use with high school students who have reading limitations; however, it is beneficial to use with any student who requires detailed, specific instruction and a structure for monitoring progress.

Developed for the Department of Labor's Office of Youth Programs, *Work Skills* components were reviewed and tested in Fort Wayne, Indiana; Philadelphia, Pennsylvania; and various sites in Kentucky.

Orientation to the World of Work

Purpose

Orientation to the World of Work helps students analyze, plan, research, and decide why and how they will work.

Outcomes

Students learn to identify the personal benefits of working, match their needs and wants with the benefits various jobs offer, and use the decision-making process to make career decisions and set career goals.

Benefit

Students will be able to make more informed career decisions and be able to set short-term and long-term career goals that reflect their priorities.

Users

Orientation to the World of Work is for 9th- and 10th-grade students who have little understanding of the value and benefit of working and the priorities that influence a person's career decisions.

Focus

The activities in *Orientation to the World of Work* lead students to—

- examine the basic needs that motivate people to work,
- identify personal needs that might be satisfied through responsible work,
- learn about ways work can help satisfy their needs (and wants),
- match job facts to personal and work goals, and
- make decisions about the career and job paths they will follow.

Content

Orientation to the World of Work includes two components:

- This Instructor Guide which explains the goals and objectives of *Orientation to the World of Work*, the organization and content, of the student guide and implementation procedures. (Black-line masters of student worksheets included in the Work Skills Resource Manual.)

- The student guide, *Orientation to the World of Work*, which contains information and activities that help students address the following questions:
  — What motivates you and other people to work?
  — What needs will influence your career choices?
  — What facts will help you match your needs to a career?
  — How can you make good decisions?

Use

Orientation to the World of Work can be used in various high school classroom settings—business, career education, home economics classes for example—and as a guidance tool.

The estimated user time is 10-20 hours (or classroom periods) which can be allocated over a one- to two-week period. Students will need time to think about the concepts presented and to discuss their ideas with you, the counselor, and each other, so time will vary depending upon student characteristics and abilities.

Preparation

Reproduce copies of the black-line masters of student worksheets for *Orientation to the World of Work*.

Distribution

Distribute to each student one copy of *Orientation to the World of Work* and the worksheets.

Orientation to the World of Work: A Walk-Through

Students read each section of the *Orientation to the World of Work* reflecting on and answering the questions presented in the text.

There are opportunities within the sections for group discussions so that students will gain greater perspective about the topics they are exploring. Orchestrate those discussions and present additional questions to stimulate further discussion of the topics.

Your Role

In addition to facilitating each student's use of this component, your primary roles are--

- to create an environment in which reflection and discussion can occur,
- to help the student understand the ways in which meaningful work can be important to all members of society . . . ways in which it can satisfy personal needs and wants,
- to work directly with students and their counselors for ongoing assessment as it relates to students' Employability Development Plans (EDPs).

Familiarize yourself with the program and instructional materials so you thoroughly understand the concepts as they are presented.

Encourage students to be as honest and candid as possible in their written answers to questions in *Orientation to the World of Work*. Lead them to understand that their privacy will be respected and maintained.

Provide opportunities for group discussion. Use the questions in *Orientation to the World of Work*. Supplement with the activities on the next pages of this guide.

In order to provide a nonthreatening atmosphere and to encourage an open exchange of feelings, some group rules should be established.

Have the rules come from the group rather than from you. Some examples of typical group rules for interaction are--

- everyone must participate,
- name calling or other actions demeaning to a person are prohibited, and
- everyone is free to express feelings, thoughts, and opinions without receiving criticism.

The important thing is to demonstrate that many different opinions or viewpoints are accepted on a particular topic. No one opinion or viewpoint is right or wrong.

Supplementary Activities

You can initiate additional types of group activities to supplement those in *Orientation to the World of Work*.* The use of such group activities has several benefits:

- A variety of group activities stimulates interest in the individual activities.

*The material in the remainder of this section was adapted from Catherine C. King-Fitch, *Career Planning System, Senior High School Level*. (Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977).

- Informal discussions can help students to be honest with themselves. For some individuals, the process of examining one's needs, values, and other aspects of the self can be an uncomfortable experience. Interaction with others who are dealing with the same process can make this experience less overwhelming and enable the students to be more realistic in assessing themselves.
- Group activities can be carefully chosen to reinforce the learning that is taking place through individual work. Students who are having trouble understanding a concept can resolve the difficulty in the group discussion before proceeding.

If possible, include a counselor in the activities. The presence of the counselor is important for several reasons:

- The perspective of the counselor—who may have more familiarity with career options, educational options, placement, and other topics—is important.
- The presence of two leaders will facilitate simultaneous small-group activity.
- The counselor may have access to resource people, guidance publications and films, testing materials, and other supplementary materials that will be useful in conducting the program.
- It is important that students become acquainted with the counselor as someone who can facilitate effective planning. This is an important outgrowth of this activity and will encourage constructive use of the guidance function during and after participation in the program and particularly during assessment for the EDP (Employability Development Plan).

A variety of group discussion questions are included in *Orientation to the World of Work*. These questions are keyed to the topics that are presented. Additional types of group activities are included on the next pages of this guide. They are listed under the section titles of *Orientation to the World of Work* to which they relate.

The abundance and variety of activities will make it easier for you to select appropriate activities for the students. If desirable, two or more activities can be selected and conducted at the same time with small groups of students since not all students will be addressing the same topics at the same time.

GROUP DISCUSSION QUESTIONS:

What Motivates You and Other People to Work?

1. Discuss the concept of needs. Present these questions.
   a. *Do you agree with the explanations of basic needs?*
   b. *Do your needs exist in the order shown in the activity? If not, how do they differ?*
   c. *Can you tell what needs motivate you? What about unconscious needs—needs that are triggered by some event or experience in your life but which you rarely attribute to that experience?*
   d. *Why don't satisfied needs motivate people?*

2. Describe situations in your own life when you were motivated by the five needs. Ask students to do the same. Sharing about yourself will help students feel more comfortable with you and the group and also more willing to share.

3. Have students conduct a survey of family, friends, and other significant people in their lives, asking what will be or has been the most motivating need in their lives. Pool the findings and learn which needs are most frequently at the top of the list.

Group Discussion Questions:

What Needs Will Influence Your Career Choice?

1. Discuss the topic of values.* Help students understand that identified needs reflect values and that values influence decisions.

   a. *Where do values come from? (Values come from society or culture. They are learned from parents, teachers, other significnt adults or role models, and, to some extent, from peers.) Parental influence is great.*

   b. *What are some areas in which we typically draw upon our values?*

politics	*material possessions*
religion	*personal tastes*
work	*money*
leisure time	*health*
education	*rules, authority*
love, sex	*interpersonal relations*
culture (music, art, literature)	*family*
friends	

   c. *What happens when one person's values are not consistent with the values of society?*

   d. *Do you think that you have any values that are a hindrance?*

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*In a discussion of values, students might be apt to voice opinions and answers they think the instructor expects. Therefore, make an effort to accept all statements without judging their worth. Even the most antisocial opinions should be accepted at face value. Nonacceptance can be transmitted in many ways, including body language, facial expression, tone of voice, and eye movement. Statements can be accepted by listening carefully and then simply clarifying what was said ("*You said that you felt . . .*") or by actually implying some acceptance ("*I can understand how you might feel that way.*").

2. Discuss any differences between what younger people and older people identify as important personal needs. Ask students to survey a number of people of different age groups—family, friends, neighbors, and so forth.

3. Discuss in what ways careers do and do not satisfy people.

Group Discussion Questions:

What Facts Will Help You Match Your Needs to a Career

1. Discuss reasons why gathering facts is important in any decision-making process.

2. Ask students to talk with each other, family members, friends, and others. Have them find out about situations when lack of information caused someone to make decisions they later regretted. Have the students discuss their findings with the group.

3. Identify and explain sources of information students can use when making career decisions, such as *Career Information In the Classroom, Occupational Outlook Handbook*, and the *Encyclopedia of Careers*. Find out what's available for students in your library.

Group Discussion Questions:

How Can You Make Good Decisions?

1. Identify a problem situation that you think is appropriate for the group to examine. Divide the students into small groups. Give each group the problem and ask them to apply the decision-making steps. When they finish, compare the alternatives, sources of information, identified needs, values used, projected consequences, choices, plans, and general approaches of the groups. Discuss how the groups acted differently or similarly. Explain what might have caused the differences. (One example you might present here is the case of a person who is trying to decide between illegal kinds of work and lawful types of employment.)

2. Present the following theory about risk taking in decision making.

   Some people feel that there are four basic strategies or approaches to risk taking:

   - ***Wish strategy**—Choosing the alternative that might lead to the most desirable result, regardless of risk*
   - ***Safe strategy**—Choosing the alternative that is most likely to bring success*
   - ***Escape strategy**—Choosing the alternative that is most likely to avoid the worst result*
   - ***Combination strategy**—Choosing the alternative that has both high probability (safe strategy) and high desirability (wish strategy)*

   Discuss the strategies. Sample discussion questions follow.

a. *Do you agree that these strategies apply to the way people approach risk?*

b. *Can you think of any approaches not included here?*

c. *Have you used any of the strategies? Describe the situations in which you used each kind.*

d. *Do you think a person uses one kind of strategy or different ones in different situations?*

e. *Do you think such categories of approach are useful?*

f. *Do you think a person can control the way he or she approaches risk? What are the implications for career choice if a person can't control it?.*

3. Ask students to describe a significant choice they have made in which there was risk involved. Ask them to describe the alternatives, the risks, and the choices made.

   a. *Discuss ways that on-the-job decisions involve weighing consequences and calculating risks.*

   b. *What are some strong motivators in deciding whether or not to take risks?*

4. Ask the group to share some of the decisions they have had to make in which they weighed consequences and risks. Have them say if they feel that their final decisions were influenced by their identified needs. Ask them to give specific examples.

5. Present the following theory about decision-making strategies.

   A strategy is a plan of action. A decision-making strategy is a plan for making a decision or solving a problem. When you put all the steps together to solve the problem, you are using a strategy.

   A strategy is not good or bad or right or wrong. Different strategies are used at different times and in different situations by different people.

   These are some kinds of decision-making strategies:

   - ***Planning**—Using a plan that will bring satisfying results. Balancing emotion and reason; weighing the facts*

   - ***Impulsive**—Taking the first alternative; using little thought; not examining the facts; "jumping off the deep end"*

- ***Compliant***—*Following someone else's plans; letting someone else decide; "I don't care—whatever you want"*

- ***Delaying***—*Putting off a decision; postponing thinking about it; "I'll cross that bridge when I come to it"*

- ***Paralysis***—*Knowing you have to decide but being unable to do it; being unable to face up to it*

- ***Fatalistic***—*Leaving it to chance or fate; what will be, will be; "it's all in the cards;" "let the chips fall where they may"*

- ***Agonizing***—*Being overwhelmed by all the alternatives; getting lost in the data; "I don't know which way to turn"*

- ***Intuitive***—*Doing what feels right without examining it; basing a decision on some unexplainable sense; "I don't know why, but it just feels right"*

Discuss the decision-making strategies and ask students to describe situations in which they have used some of them. Use these discussion questions:

a. *Do you agree with these descriptions?*

b. *Can you think of any approaches not included here?*

c. *Have you made decisions that do not fit into any of these categories? What categories would you add?*

d. *What strategies have been most effective for you?*

6. Present the following theory about commitment and how it affects decision making:

One theorist believes that choices are like steps that cannot be retraced. By making choices, one builds commitments. One starts a motion in a certain direction. Then it becomes more and more difficult to change direction. This makes each decision very important to one's future.

Discuss these questions:

a. *Do you agree with this theory?*

b. *How does this theory relate to your experiences? Have you made decisions that have resulted in a sense of commitment? If so, what were they?*

c. *Are there directions that you feel you could not take at this point because of decisions you made earlier?*

Discuss as a group how an individual can examine his or her commitments.

a. *How do people know they are truly committed to something?*

b. *How are commitments related to goals?*

c. *What do actions say to other people? What do they tell other people about you?*

Ask each person to answer the following questions by listing the questions and their answers on a sheet of paper. Ask them to keep the list for reference.

a. *To whom and what are you committed at the present time?*

b. *What commitments are you ready to eliminate?*

c. *What commitments are you ready to add?*

Job Search Skills

Purpose

Job Search Skills helps students develop the specific competencies they need to get jobs.

Outcomes

Students learn how to perform the steps required to—

- prepare themselves to begin the job search,
- search for available jobs,
- apply for jobs,
- interview for jobs, and
- handle job offers.

Benefit

Students will be able to conduct the job search with skill, having mastered each of the steps that lead to competence and having that competence certified by the instructor.

Users

Job Search Skills is for high school students who are low-level readers and who are or will soon be seeking full-time or part-time work. These students can be in-school teenage youth, youth who are in school only part-time, youth who have dropped out and are now reconnecting to school, or youth who are displaced but are returning to school for job counseling.

Background Facts

Job Search Skills was developed for the Department of Labor's Office of Youth Programs to help unemployed youth find jobs. The instructional design, which is individualized and competency-based, is especially useful with students who have limited reading and organizational skills and who lack

self-discipline. In addition, the open-entry, open-exit feature of competency- based instruction allows for the flexibility often required in a classroom of students with diverse knowledge, skill, experiences, and behaviors.

Focus

Job Search Skills is organized around five major competencies that employers, placement officers, guidance counselors, and personnel directors have identified as vital for job seekers to possess. These competencies are:

1.0 Prepare for the Job Search
2.0 Search for Available Jobs
3.0 Apply for Jobs
4.0 Interview for Jobs
5.0 Handle Job Offers

Following each competency is a series of tasks that one must successfully perform in order to develop the competency. Each task is broken down into operational units, or parts of tasks. A complete outline of *Job Search Skills* appears on the next page. The competency statements are preceded by whole numbers; the tasks are numbered with decimals; and the operational units are designated by letter.

For each of the operational units there are criterion-referenced evaluation procedures that call for students to demonstrate understanding and performance of the stated competency. These represent the measurable outcomes of the program. The nonquantifiable outcomes include self-confidence, a network of contacts that could be helpful in other job searches, and an understanding of what it means to prepare for something, whether it be a job search or a job task.

Content

Job Search Skills includes two components:

- This Instructor Guide which explains the goals and objectives of *Job Search Skills*, the organization of the information, and implementation procedures. Black line masters of student worksheets and evaluation checklists are included in the *Work Skills Resource Manual*.

- *Job Search Skills*—A set of 5 modules that contain instructional information for developing the five job search competencies.

Job Search Skills Outline

1.0: Prepare for the Job Search

1.01: Choose a Job and Prepare for Employment
- A. Determine the Jobs for Which You Are Qualified
- B. Define the Hiring Practices for the Job
- C. Meet the Hiring Requirements

1.02: Compile Information for Application or Resume
- A. Record Personal Data
- B. State Your Career Objective
- C. List Your Formal Education and Training
- D. List Special Skills
- E. List Your Work Experiences
- F. List Volunteer Experiences
- G. List Special Credits and Activities
- H. List References

1.03: Prepare the Resume
- A. Choose a Type of Resume to Prepare
- B. Prepare a Draft Copy of Your Resume
- C. Prepare the Final Copy of Your Resume

2.0: Search for Available Jobs

2.01: Identify Potential Employers
- A. Compile a List of Job Leads
- B. Gather Facts about Job Leads

2.02: Decide Which Employers to Contact First
- A. Relate Personal Skills to Job Leads
- B. Relate Personal Preferences to Job Leads

2.03: Follow Job Leads
- A. Prepare Your Message
- B. Contact Employers by Telephone
- C. Contact Employers in Person

3.0: Apply for Jobs

3.01: Fill Out Applications
- A. Anticipate Questions
- B. Record Information Neatly, Clearly, Completely, and Correctly

3.02: Present the Application
- A. Find Out Relevant Facts
- B. Seek an Appointment for an Interview

4.0: Interview for Jobs

4.01: Prepare for the Interview
- A. Make the Appointment
- B. Make Arrangements to Get to the Interview
- C. Anticipate Interview Questions
- D. Prepare Your Physical Appearance
- E. Take Necessary Materials
- F. Be Punctual

4.02: Handle the Interview
- A. Handle the Introduction in a Positive Way
- B. Communicate Effectively with the Interviewer
- C. Ask Questions about the Job and Company
- D. Complete the Interview

4.03: Follow Up on the Interview
- A. Evaluate and Improve Your Interview Techniques
- B. Write a Thank-You Letter to the Interviewer
- C. Place Follow-Up Telephone Calls to the Interviewer

5.0: Handle Job Offers

5.01: Find Out Information about the Job and Company
- A. Identify Specific Items in the Job Offer
- B. Find Out the Company's Policies and Procedures

5.02: Negotiate for the Job
- A. Determine If the Job Offer Meets Your Personal Needs
- B. Make a Choice

Use

Job Search Skills can be used in various classroom settings such as business, career education, and English classes.

It can also be used as part of a guidance program, presented through the collective efforts of the classroom instructor and the job placement instructor. It should involve representatives from business and industry to function as advisors who can guide students and impress upon them the need for developing effective job search skills.

Job Search Skills is designed for flexibility. Students can work independently, each progressing at his or her own pace, giving more time to the difficult units and less time to those that are easy for him or her.

The program can be presented to an entire classroom of students for a given time each day. However, all students need not begin the program at the same time. Students can enter at any point . . . and exit with equal ease when they have acquired the competencies they need to find jobs and get hired.

The estimated user time is 40 hours. This time can be divided into four weeks of two-hour days or eight weeks of one-hour days. Students will need time to practice or try out the skills they are developing, so it is best to extend this program over a period of time.

Preparation

Reproduce copies of the black-line masters of student worksheets and evaluation checklists for the five Job Search Skills competencies.

Distribution

Distribute a copy of each *Job Search Skills* module to each student.

Job Search Skills: A Walk-Through

The 42 operational units in the student modules are sequenced to follow the 5 job search competencies identified by employers, counselors, placement officers, and personnel directors.

Students begin an operational unit in a module and read the competency, task, and operational unit statements which are listed at the top of the page. See the following example.

Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Operational Unit 1.01A: Determine the Jobs for Which You are Qualified

The performance objective follows and is the next statement students read. This objective states—

- the conditions under which students begin performance,
- the job-related performance expected of them, and
- the standards of performance.

For example:

- Given instructions for learning about self and jobs,
- you will be able to identify at least one job for which you feel suited
- to the satisfaction of your instructor.

After students complete all the steps and procedures in one competency, they are asked to decide if they are able to demonstrate competence.

If they are in doubt about any part of the unit, they must seek your help and repeat the unit. If they feel they have satisfactorily completed the unit, they will bring their worksheets to you for evaluation.

You must determine the accuracy of answers students give on their worksheets and observe and advise them as they role play the techniques they are attempting to learn.

After your review, rate students against the items on their evaluation checklists. Observe their behaviors in the program, advising them when necessary. The checklists are measures and records of students' competencies. Ongoing assessment throughout the program will allow you to determine and record whether students are using the skills they demonstrate in the evaluation.

If possible, ask employers to visit the class periodically and to rate students on the competencies. Employers will be able to make objective observations of students and will also, through their presence, convince students of the importance of job search skills.

Use the Job Search Skills Competency Record to record each student's progress (see sample on the next page). The completed form will serve as a record for students to show potental employers when they search for jobs. A black-line master of this form is included in the Work Skills Resource Manual.

Your Role

In addition to facilitating each student's use of *Job Search Skills*, your primary roles are—

(1) to create an environment in which reflection, discussion, and practice of skills can occur;

(2) to help the student unders[illegible] the relevance of the competencies, tasks, and [illegible]ional units and to provide, when possible, c[illegible]nities for role playing and simulations with gr[illegible]p critique;

(3) to involve people from business and industry—personnel directors and other hiring employers—who can observe students' role-playing sessions and offer them advice on ways to improve their job search techniques; and

(4) to work directly with students and their counselors for ongoing assessment of students' needs and plans.

Familiarize yourself with the *Job Search Skills* so you thoroughly understand the concepts as they are presented.

Give special attention to advising students on ways to answer questions presented on applications and in interviews. Instructions in the operational units advise students to refrain from answering questions that might elicit negative responses from employers and to leave the answer spaces blank. If this could be illegal for any reason, please inform students. Tell them when and under what conditions omitting information is illegal.

Job Search Skills Competency Record

Name_____

Prepare for the Job Search

Choose a Job and Prepare for Employment

- ☐ Determine the Jobs for Which You Are Qualified
- ☐ Define the Hiring Practices for the Job
- ☐ Meet the Hiring Requirements

Compile Information for Applications and Resumes

- ☐ Record Personal Data
- ☐ State Your Career Objective
- ☐ List Your Formal Education and Training
- ☐ List Special Skills
- ☐ List Your Work Experiences
- ☐ List Volunteer Experiences
- ☐ List Special Credits and Activities
- ☐ List References

Prepare the Resume

- ☐ Choose a Type of Resume to Prepare
- ☐ Prepare a Draft Copy of the Resume
- ☐ Prepare the Final Copy of Your Resume

Search for Available Jobs

Identify Potential Employers

- ☐ Compile a List of Job Leads
- ☐ Gather Facts about Job Leads

Decide Which Employers to Contact First

- ☐ Relate Personal Skills to Job Leads
- ☐ Relate Personal References to Job Leads

Follow Job Leads

- ☐ Prepare Your Message
- ☐ Contact Employers Directly by Telephone
- ☐ Contact Employers in Person

Apply for Jobs

Fill Out Applications

- ☐ Anticipate Questions
- ☐ Record Information Neatly, Clearly, Completely, and Correctly

Present the Application

- ☐ Find Out Relevant Facts
- ☐ Seek an Appointment for an Interview

Interview for the Jobs

Prepare for the Interview

- ☐ Make the Appointment
- ☐ Make Arrangements to Get to the Interview
- ☐ Anticipate Interview Questions
- ☐ Prepare Your Physical Appearance
- ☐ Take Necessary Materials
- ☐ Be Punctual

Handle the Interview

- ☐ Handle the Introduction in a Positive Way
- ☐ Communicate Effectively with the Interviewer
- ☐ Ask Questions about the Job and Company
- ☐ Complete the Interview

Follow Up on the Interview

- ☐ Evaluate and Improve Your Interview Techniques
- ☐ Write a Thank-You Letter to the Interviewer
- ☐ Place Follow-Up Telephone Calls to the Interviewer

Handle Job Offers

Find Out Information about the Job and Company

- ☐ Identify Specific Items in the Job Offer
- ☐ Find Out the Company's Policies and Procedures

Negotiate for the Job

- ☐ Determine if the Job Offer Meets Your Personal Needs
- ☐ Make a Choice

For example, some applications contain questions that ask applicants to list defects or illnesses that would affect their ability to perform the work under consideration. When this appears, the applicant is usually asked to sign a statement to verify that all facts are complete and accurate. Omission of these facts could result in immediate dismissal.

Advise students to be cautious, not only in what they answer, but also in determining whether or not they have been victims of discrimination. While students should know how to react in such circumstances, too much or inappropriate reaction may prevent them from getting the jobs they seek.

Make the following resources available:

- Dictionaries
- Telephones and telephone books
- Typewriters
- Mirrors
- Additional materials that will help simulate the job environment
- *Occupational Outlook Handbooks*
- English usage reference books

Supplementary Activities

Resources relating to job search should be incorporated into or coordinated with this program. These resources may include visitors from industry and the community and other relevant books and visual aids. *The Employer's Choice* materials, which are based on current employer research data, are particularly relevant. Also part of the *Connections: School and Work Transitions* package, *The Employer's Choice* materials include *The Employer's Choice: Priorities that Count* (instructor guide, student guide, employer questionnaire, and worksheets), *The Employer's Choice: The Job Search* (instructor guide, videotape of interviews with student instructions on use, and worksheets), and *The Employer's Choice: On the Job* (instructor guide and student book of case studies of young people engaged in getting a job, becoming an insider, training at the worksite, and leaving a job). Skillful coordination of such resources with the *Job Search Skills* training program can be instrumental in convincing students of the importance of being prepared for the job search.

The *Job Search Skills* curriculum includes role-playing activities, case studies, group discussions, simulation, and self-examination. Whenever possible, introduce other activities that will improve students' abilities to assess self, work situations, and interpersonal relationships and allow them to practice their job search techniques.

Job Search Skills is written at a low reading level, with the exception of specific occupational and employment terminology. When such terms are used, sufficient instruction is included in the materials to enable students to understand their meanings.

Some students may already have completed the *Work Maturity Skills* training program. Others, who were not involved in the program, will need to demonstrate such skills as they conduct their job searches.

A list of work maturity competencies is presented in the following section. Use the Work Maturity Skills Competency Record to assess students in these areas as you observe them in the classroom setting. Discuss the concept of work maturity skills and offer advice when necessary. If you determine that a student needs more training in this area, discuss this with the student's counselor and make arrangements to get him or her enrolled in the *Work Maturity Skills* training program.

Work Maturity Skills

Purpose

Work Maturity Skills helps students develop the competencies they need to retain jobs.

Outcomes

Students learn how to perform the steps required to—

- present a positive image,
- exhibit positive work attitudes,
- practice good work habits,
- practice ethical behavior,
- communicate effectively,
- accept responsibility, and
- cooperate with others.

Benefit

Students will be able to meet employers' standards and will thereby experience greater success and satisfaction on the job.

Users

Work Maturity Skills is for high school students who read at a low level and who are or will soon be seeking full-time or part-time work. These students can be in-school teenage youth, youth who are in school only part time, youth who have dropped out and are now reconnecting to school, or youth who are displaced but are returning to school for employment counseling.

Background Facts

Work Maturity Skills was developed for the U.S. Department of Labor, Office of Youth Programs to help youth become employable and able to retain jobs. Employers continue to

seek workers who are reliable, self-confident, cooperative, ethical, and willing to learn. They want workers who get along well with others, who accept authority, who communicate well, who have good work attitudes and habits, and who assume responsibility for their work. These employers needs are the basis for the *Work Maturity Skills* program.

The instructional design of *Work Maturity Skills* is individualied and competency-based—a design especially useful with students who have limited reading and organizational skills and who are not self-directed. The open-entry, open-exit feature of competency-based instruction allows for the flexibility often required in a classroom of students with diverse knowledge, skill, experience, and behaviors.

Focus

Work Maturity Skills is organized around seven major competencies that employers have identified as vital for on the job success:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

Following each competency is a series of tasks that one must successfully perform in order to develop the competency. Each task is broken down into operational units (parts of tasks).

A complete outline of *Work Maturity Skills* follows. The competency statements are preceded by whole numbers; the tasks are numbered with decimals; and the operational units are designated by letter.

For each of the operational units there are criterion-referenced evaluation procedures that call for students to demonstrate understanding and performance of the stated competency. These evaluations represent the measurable outcomes of the program. The nonquantifiable outcomes include continuing respect for the workplace, supervisors, and co-workers; willingness to follow the employer's rules and procedures; and commitment to work quality and productivity.

Work Maturity Skills Outline

1.0: Present a Positive Image

1.01: Follow Good Grooming Practices
- A. Maintain Cleanliness
- B. Practice Dental Hygiene

1.02: Practice Good Health Habits
- A. Follow Good Nutrition and Diet Principles
- B. Follow Habits That Promote Physical Fitness

1.03: Dress Appropriately for the Job
- A. Select Appropriate Work Clothing
- B. Keep Clothing in Good Condition

1.04: Exhibit Self-Confidence
- A. Identify Personal Strengths
- B. Use Positive Body Language

2.0: Exhibit Positive Work Attitudes

2.01: Use Basic Social Skills
- A. Assume Positive Behavior
- B. Exhibit Interest in Others

2.02: Be Creative and Willing to Learn
- A. Identify Creative Potential in Yourself and Others
- B. Seek New Ideas and Ways of Doing Things

2.03: Take Pride in Your Work
- A. Develop a Sense of Contribution about Your Work
- B. Be Particular about the Finished Product

3.0: Practice Good Work Habits

3.01: Maintain Regular Attendance
- A. Be Punctual
- B. Be Dependable

3.02: Be Thorough and Diligent
- A. Complete Tasks Willingly and on Time
- B. Be Persistent and Persevering
- C. Maintain Professional Knowledge

3.03: Follow Safety Practices
- A. Identify and Follow General Safety Rules
- B. Operate Equipment Safely
- C. Identify and Demonstrate First Aid Techniques

4.0: Practice Ethical Behavior

4.01: Exercise Integrity and Good Judgment
- A. Maintain Confidentiality
- B. Maintain Loyalty
- C. Demonstrate Honesty

4.02: Respect Property
- A. Care for the Building
- B. Care for Equipment and Furniture

4.03: Follow Company Rules
- A. Follow Company Policies and Procedures
- B. Negotiate to Resolve Conflicts

5.0: Communicate Effectively

5.01: Demonstrate Spoken Communication Skills
- A. Use Proper Language
- B. Use Proper Speaking Techniques
- C. Correctly Relate Information and Messages

5.02: Demonstrate Written Communication Skills
- A. State Information in a Clear, Concise, and Correct Manner
- B. Convey Accurate and Complete Information

5.03: Demonstrate Nonverbal Communication Skills

A. Use Body Language to Improve Speaking Skills
B. Use Body Language to Improve Listening Skills

5.04: Demonstrate Good Listening Habits

A. Exhibit the Qualities of a Good Listener
B. Follow Verbal Instructions

6.0: Accept Responsibility

6.01: Use Initiative

A. Anticipate Responsibilities on the Job
B. Be Willing to Perform Your Scope of Work

6.02: Use Problem-Solving Techniques

A. Analyze the Problem
B. Identify and Choose among Alternatives
C. Devise a Plan of Action

6.03: Manage Personal Responsibilities

A. Manage Responsibilities of Family Living
B. Manage Personal Finances

7.0: Cooperate with Others

7.01: Work as a Member of a Team

A. Communicate Freely with Co-Workers and Supervisors
B. Deal with Job Frustrations

7.02: Work under Supervision

A. Identify and Work within the Organizational Structure
B. Cope with Conflict

Contents

Work Maturity Skills includes the following components:

- This Instructor Guide which explains the goals and objectives of *Work Maturity Skills*, the organization of the information, and implementation procedures. Black-line masters of student worksheets and evaluation checklists are included in the *Work Skills Resource Manual*.

- *Work Maturity Skills*—A set of seven modules that contain instructional information for developing the seven work maturity competencies.

Use

Work Maturity Skills can be used in various classroom settings such as business, career education, and English classes. It can also be used as part of a vocational training program or as part of a guidance program. It should involve representatives from business and industry to function as advisors who can guide students and impress upon them the need for developing work maturity skills.

Work Maturity Skills is designed for flexibility. Students can work independently, each progressing at his or her own pace, giving more time to the difficult units and less time to those that are easy. Although numbered, the competency modules are not sequential.

The program can be presented to an entire classroom of students for a given time each day. However, all students need not begin the program at the same time. Students can enter at any point . . . and exit with equal ease when they have acquired the skills they need to be employable.

One way to determine which units a student needs is to review his or her Employability Development Plan or any such similar plan. Not all students need training in each competency. Some students have already mastered certain skills. If you are unsure of students' skills, give them the evaluation checklists from the operational units. If they can demonstrate competency in a unit, you can verify that competency on the evaluation checklist and omit that unit from the instruction. However, it is best to conduct ongoing assessment of students in all work maturty areas throughout the program. Make sure students are practicing the competencies they have demonstrated as they perform other tasks in the program.

The estimated user time is 40 hours. This time can be divided into four weeks of two-hour days or eight weeks of one-hour days. Students will need time to practice or try out

the skills they are developing, so it is best to extend this program over a period of time.

Preparation

Reproduce copies of the black-line masters of student worksheets and evaluation checklists for the seven work maturity competencies.

Distribution

Distribute the appropriate *Work Maturity Skills* module or modules to each student.

Work Maturity Skills: A Walk-Through

The 49 operational units in the student modules are sequenced to follow the 7 work maturity competencies identified by employers. Students begin an operational unit in the module and read the competency, task, and operational unit statements which are listed at the top of the page. See the following example:

Competency 2.0: Exhibit Positive Work Attitudes

Task 2.01: Use Basic Social Skills

Operational Unit 2.01A: Assume Positive Behavior

The performance objective follows and is the next statement students read. This objective states—

- the conditions under which students begin performance,
- the performance expected of them, and
- the standards of performance.

For example:

- Given an assessment sheet,
- you will be able to find out your behavior strengths and weaknesses and follow a plan to improve given behaviors
- to the satisfaction of the instructor.

After students complete all the steps and procedures in one competency, they are asked to decide if they are able to demonstrate competence.

If they are in doubt about any part of the unit, they must seek your help and repeat the unit. If they feel they have satisfactorily completed the unit, they will bring their worksheets to you for evaluation.

You must determine the accuracy of answers students give on their worksheets. Only one worksheet (Worksheet 6.02A) has a key which is contained at the end of this section. The key is required because Operational Unit 6.02B builds on these specific answers.

After you review the worksheets, rate students against the items on their evaluation checklists. Observe their behaviors in the program, advising them when ecessary. The checklists are measures and records of students' competencies. Ongoing assessment throughout the program will allow you to determine and record if students are using the skills they demonstrated in the evaluation.

If possible, ask employers to visit the class periodically and to rate students on the competencies. Employers will be able to make objective observations of students and will also, through their presence, convince students of the importance of work maturity skills.

Use copies of the following Work Maturity Skills Competency Record Form to record each student's progress. The completed form will serve as a record for students to show to potential employers when they search for jobs. A black line master of this form is included in the *Work Skills Resource Manual*.

Your Role

In addition to facilitating each student's use of this program, your primary roles are—

- to create an environment in which reflection, discussion, and practice of skills can occur;
- to help the student understand the relevance of the competencies, tasks, and units and to provide, when possible, opportunities for work experience and for on-the-job assessment of the student 's work maturity skills;
- to work directly with the student and his or her counselor for ongoing assessment of the student as it relates to his or her Employability Development Plan.

Work Maturity Skills Competency Record

Name _____

Present a Positive Image

Follow Good Grooming Practices
- ☐ Maintain Cleanliness
- ☐ Practice Dental Hygiene

Practice Good Health Habits
- ☐ Follow Good Nutrition and Diet Principles
- ☐ Follow Habits That Promote Physical Fitness

Dress Appropriately for the Job
- ☐ Select Appropriate Work Clothing
- ☐ Keep Clothing in Good Condition

Exhibit Self-Confidence
- ☐ Identify Personal Strengths
- ☐ Use Positive Body Language

Exhibit Positive Work Attitudes

Use Basic Social Skills
- ☐ Assume Positive Behavior
- ☐ Exhibit Interest to Others

Be Creative and Willing to Learn
- ☐ Identify Creative Potential in Yourself and Others
- ☐ Seek New Ideas and Ways of Doing Things

Take Pride in Your Work
- ☐ Develop a Sense of Contribution about Your Work
- ☐ Be Particular about the Finished Product

Practice Good Work Habits

Maintain Regular Attendance
- ☐ Be Punctual
- ☐ Be Dependable

Be Thorough and Diligent
- ☐ Complete Tasks Willingly and on Time
- ☐ Be Persistent and Persevering
- ☐ Maintain Professional Knowledge

Follow Safety Practices
- ☐ Identify and Follow General Safety Rules
- ☐ Operate Equipment Safely
- ☐ Identify and Demonstrate First-Aid Techniques

Practice Ethical Behavior

Exercise Integrity and Good Judgment
- ☐ Maintain Confidentiality
- ☐ Maintain Loyalty
- ☐ Demonstrate Honesty

Respect Property
- ☐ Care for the Building
- ☐ Care for Equipment and Furniture

Follow Company Rules
- ☐ Follow Company Policies and Operating Procedures
- ☐ Negotiate to Resolve Conflicts

Communicate Effectively

Demonstrate Spoken Communication Skills
- ☐ Use Proper Language
- ☐ Use Proper Speaking Techniques
- ☐ Correctly Relate Information and Messages

Demonstrate Written Communication Skills
- ☐ State Information in a Clear, Concise, and Correct Manner
- ☐ Convey Accurate and Complete Information

Demonstrate Nonverbal Communication Skills
- ☐ Use Body Language to Improve Speaking Skills
- ☐ Use Body Language to Improve Listening Skills

Demonstrate Good Listening Habits
- ☐ Exhibit the Qualities of a Good Listener
- ☐ Follow Verbal Instructions

Accept Responsibility

Use Initiative
- ☐ Anticipate Responsibilities on the Job
- ☐ Be Willing to Perform Your Scope of Work

Use Problem-Solving Techniques
- ☐ Analyze the Problem
- ☐ Identify and Choose among Alternatives
- ☐ Devise a Plan of Action

Manage Personal Responsibilities
- ☐ Manage Responsibilities of Family Lving
- ☐ Manage Personal Finances

Cooperate with Others

Work as a Member of a Team
- ☐ Communicate Freely with Co-Workers and Supervisors
- ☐ Deal with Job Frustrations

Work under Supervision
- ☐ Identify and Work within the Organizational
- ☐ Structure
- ☐ Cope with Conflict

Familiarize yourself with the program and instructional materials so you thoroughly understand the concepts as they are presented. For example, "Cope with Conflict," Operational Unit 7.02B, relates to coping with conflict over instructions given by supervisors. It is part of Task 7.02, "Work under Supervision." It does not relate to conflicts in interpersonal relationships. These conflicts are covered in "Use Basic Social Skills," Task 2.01.

You will need to provide several resources for students:

- a book on first aid
- a book that lists foods and related calories

The help of community workers and employers can enrich the program:

- Contact qualified persons to demonstrate proper and safe use of equipment to students and to observe and supervise their operation of the equipment if ossible.
- Ask a dressmaker or tailor to demonstrate proper sewing techniques for maintaining and repairing clothes.
- Ask employers to speak to the class about the importance of work maturity skills.

Supplementary Activities

Resources relating to work maturity can and should be incorporated into or coordinated with this program. These resources may include other relevant books, audiovisual aids, visitors from industry and the community, field trips, and opportunities for work experience. *The Employer's Choice* materials, which are based on current employer research data are particularly relevant. Also part of the *Connections: School and Work Transitions* package, *The Employer's Choice* materials include *Priorities that Count* (instructor guide, student guide, employer questionnaire, and worksheets), *The Job Search* (instructor guide, videotape of interviews with student instructions on use, and worksheets), and *On the Job* (instructor guide and student book of case studies of young people engaged in getting a job, becoming an insider, training at the worksite, and leaving a job). Skillful coordination of such resources with the *Work Maturity Skills* training program can be instrumental in convincing participants of the importance of successful work adjustment.

The *Work Maturity Skills* Curriculum includes role-playing activities, case studies, group discussions, and self- examination. Whenever possible, introduce other activities that will

improve students' abilities to assess self, work situations, and interpersonal relationships and allow them to practice their problem-solving techniques.

Work Maturity Skills is written at a low reading level with the exception of specific occupational and employment terminology. When such terms are used, information is provided to help students understand the meanings of these words. Be willing to provide additional help and explanation if necessary.

Worksheet 6.02: Key

Part 1

Problem: Carl is not getting the work done.

Part 2

Feelings: Carl—discouraged, annoyed
Carl's staff—disgusted, bored

Part 3

Action: Carl—works hard, speaks sharply, frowns, looks angry
Carl's staff—doing their work, waste time—play cards

Part 4

Causes of problem:
1. Carl has too much work for one person to do.
2. The other press operator quit.
3. The printing machine is slower than the new models.

Part 5

Effects of the problem:
1. SENTO staff members are not getting their materials.
2. SENTO customers are not receiving their materials.
3. Carl is discouraged.
4. Carl is annoyed with other workers.

Connections
School and Work Transitions

This *Instructor's Guide* for *The Work Skills* segment of the **CONNECTIONS** package is available from the National Center for Research in Vocational Education and includes instructions for implementing and teaching *Orientation to the World of Work*, the *Job Search Skills* series of modules, and the *Work Maturity Skills* series of modules. The *Work Skills: Resource Manual* contains this *Instructor Guide* as well as black-line masters of worksheets and handouts to be duplicated for student use. For more information about any portion of the **CONNECTIONS** package, please contact:

The Program Information Office
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

OSU

The Ohio State University

Worksheets

1. Worksheet 1
2. Worksheet 2

Protected by Copyright

Worksheet 1

Survival

Safety

Esteem

Fellowship

Self-Satisfaction

Work Skills: Resource Manual
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Worksheet 2

Needs	"Work could help me get . . ." (Description)	Degree of Importance High	Medium	Low
Essentials for Living	Food	X		
	Rent payments for an apartment	X		
	Money for clothes		X	
Physical Safety				
Emotional Security				
Fellowship at Work				
Social Life				
Love				

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Needs	"Work could help me get . . ." (Description)	Degree of Importance High	Medium	Low
Respect from Others				
Self-Respect (values)				
Independence				
Goals				
Leisure Time				
Learning				

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Modules

Competency 1.0: Prepare for the Job Search
Competency 2.0: Search for Available Jobs
Competency 3.0: Apply for Jobs
Competency 4.0: Interview for Jobs
Competency 5.0: Handle Job Offers

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Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Worksheet 1.01A	Personal Inventory
Evaluation Checklist 1.01A	Determine the Jobs for Which You Are Qualified
Worksheet 1.01B	Hiring Practices
Evaluation Checklist 1.01B	Define the Hiring Practices for the Job
Evaluation Checklist 1.01C	Meet the Hiring Requirements

Task 1.02: Compile Information for Applications and Resumes

Worksheet 1.02A	Record of Personal Data
Evaluation Checklist 1.02A	Record Personal Data
Worksheet 1.02B	Record of Career Objective
Evaluation Checklist 1.02B	State Your Career Objective
Worksheet 1.02C:	Record of Education
Evaluation Checklist 1.02C	List Your Formal Education and Training
Worksheet 1.02D	Skills Inventory
Evaluation Checklist 1.02D	List Special Skills
Worksheet 1.02E	Record of Employment
Evaluation Checklist 1.02E	List Your Work Experiences
Worksheet 1.02F	Record of Volunteer Experiences
Evaluation Checklist 1.02F	List Volunteer Experiences
Worksheet 1.02G	Record of Special Credits
Evaluation Checklist 1.02G	List Special Credits and Activities
Worksheet 1.02H	Record of Personal References
Evaluation Checklist 1.02H	List References

Task 1.03: Prepare the Resume

Worksheet 1.03A	Types of Resumes
Evaluation Checklist 1.03A	Choose a Type of Resume to Prepare
Worksheet 1.03B	Resume Worksheet
Evaluation Checklist 1.03B	Prepare a Draft Copy of Your Resume
Evaluation Checklist 1.03C	Prepare the Final Copy of Your Resume

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Worksheet 1.01A
Personal Inventory

Part 1

Interests

Interests are things you enjoy. You have many interests. Can you think of some of them? Read the following lists. Check the things you like to do. Add others to the lists.

General Interests:

- ☐ helping people
- ☐ talking to people
- ☐ solving problems and puzzles
- ☐ being the leader
- ☐ making decisions
- ☐ finding new ways to do things
- ☐ drawing pictures of ideas
- ☐ changing things to make them look better
- ☐ combining colors and styles to create an effect
- ☐ working with tools
- ☐ painting
- ☐ working outdoors
- ☐ studying different materials
- ☐ learning how materials are used
- ☐ being neat and well organized
- ☐ working with machines such as cash registers or typewriters
- ☐ working indoors
- ☐ meeting new people
- ☐ fixing things
- ☐ finding out how machines work
- ☐ doing things that require physical activity
- ☐ drawing, sketching
- ☐ working near trees and water
- ☐ enjoying nature
- ☐ finding out why things happen
- ☐ learning about the earth
- ☐ operating various kinds of equipment
- ☐ working with your hands
- ☐ taking things apart and putting them back together
- ☐
- ☐

Specific Interests:

- ☐ typing
- ☐ filing
- ☐ building things
- ☐ driving trucks
- ☐ writing
- ☐ doing clerical work
- ☐ repairing things
- ☐ playing the piano
- ☐ singing
- ☐
- ☐

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Abilities

Abilities are things you are able to do. You have many abilities. Can you think of some of them? Read the following lists. Check the things you can do. Add others to the list.

- ☐ follow directions
- ☐ complete tasks on time
- ☐ talk with others
- ☐ write letters
- ☐ listen
- ☐ get along with others
- ☐ be cooperative
- ☐ be well organized
- ☐ learn and remember a lot of information about a subject
- ☐ think through problems to find the best solutions
- ☐ imagine how a final product will look
- ☐ deal with people with tact and courtesy
- ☐ work quickly
- ☐ listen to other people's opinions
- ☐ make decisions
- ☐ do accurate and careful work
- ☐ concentrate
- ☐ draw pictures of ideas
- ☐ work with paint brushes and pens
- ☐ work with tools and machines
- ☐ work carefully
- ☐ move and lift heavy objects
- ☐ be responsible
- ☐ use common sense
- ☐ work fast in an emergency
- ☐ do arithmetic
- ☐ read
- ☐ explain ideas to others
- ☐ work with my hands
- ☐ notice things that happen around me
- ☐ use logic to solve problems
- ☐ plan when and how to do certain tasks

Part 2

Skills

Skills are things you are able to do *well*. They are things you are trained to do. Or they are things you learn through experience. Think about the skills you have. Read the list below. It will give you some ideas about skills. Check the skills you think you have. Add to the list.

- ☐ figure tax
- ☐ style and cut hair
- ☐ design a floor plan for a living room floor arrangement
- ☐ file
- ☐ type
- ☐ take inventory
- ☐ make a floral arrangement
- ☐ photograph and develop pictures
- ☐ sketch cartoons

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- ☐ repair autos
- ☐ take a patient's pulse
- ☐ do a window display
- ☐ service a computer
- ☐ cook food
- ☐ repair plumbing
- ☐ design a logo
- ☐ handle a customer bank deposit
- ☐ interpret a weather map
- ☐ repair appliances
- ☐ take a blood count
- ☐ operate a cash register
- ☐ operate a lawn mower and other lawn equipment
- ☐ speak well
- ☐ write well
- ☐
- ☐
- ☐
- ☐
- ☐

Part 3

Interests:

Abilities:

Previous jobs:

Jobs to consider:

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Job choice:

Education and training required:

Job responsibilities:

Skills:

Salary:

Employment outlook:

Working hours:

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Opportunities for advancement:

Location:

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Operational Unit 1.01A: **Determine the Jobs for Which You Are Qualified**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Identify the job or kind of job you would like?	☐
☐	2. Find out the job qualifications?	☐
☐	3. Match your skills to the job description?	☐
☐	4. Consider personal needs in relation to the job?	☐
☐	5. Select the kind of job you will seek?	☐

Instructor _____

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Worksheet 1.01B
Hiring Practices

Special hiring practices for the job of _____.

Application:

Special restrictions:

Special tests:

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Operational Unit 1.01B: **Define the Hiring Practices for the Job**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Find out when applications are taken?	☐
☐	2. Find out if there are any restrictions on hiring?	☐
☐	3. Identify any tests you may have to take?	☐
☐	4. Record the information on your worksheet?	☐

Instructor _____

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Operational Unit 1.01C: **Meet the Hiring Requirements**

Your Checklist	Did you:	Instructor Checklist
☐	1. Prepare to take employment tests?	☐
☐	2. Pass any required tests?	☐
☐	3. Alter plans to meet hiring conditions?	☐

Instructor _____

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Worksheet 1.02A

Record of Personal Data

Name: _____
(first) (middle) (last)

Social Security Number: _____

Address: _____
(street number and name)

_____
(city) (state) (zip)

_____
(county) (township)

Previous Address: _____
(street number and name)

_____
(city) (state) (zip)

_____
(county) (township)

Telephone Numbers: _____ _____ (home)
(area code) (number)

_____ _____ (work)
(area code) (number)

_____ _____ (other)
(area code) (number)

Date of Birth: _____
(day) (month) (year)

Place of Birth: _____
(city) (state)

Citizen of United States: ____ ____
(yes) (no)

_____
(visa number) (type of visa)

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In Case of Emergency:

Name: _____

Relationship: _____

Home Address: _____

Phone Number: _____
(area code)

Work Address: _____

Phone Number: _____
(area code)

Physician:

Name: _____

Address: _____

Phone Number: _____
(area code)

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02A: **Record Personal Data**

Your Checklist	Did you:	Instructor Checklist
☐	1. Print your complete name?	☐
☐	2. Print your social security number?	☐
☐	3. Print address information?	☐
☐	4. Print telephone numbers?	☐
☐	5. Print your date and place of birth?	☐
☐	6. Print whether or not you are a United States citizen?	☐
☐	7. Print who should be notified in case of emergency?	☐
☐	8. Print physician information?	☐

Instructor _____

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Worksheet 1.02B

Record of Career Objective

Job:_____

Level of job (if appropriate):

Skills:

Career Objective Statement:

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02B: **State Your Career Objective**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Write the name of the job you desire?	☐
☐	2. Indicate if you desire responsibility?	☐
☐	3. Include general mention of your skills?	☐
☐	4. State your objective in one or two sentences?	☐

Instructor _____

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Worksheet 1.02C

Record of Education

Schools	Name and Address of School	Dates Attended	Types of Courses	Grades Completed	Grade Point Average	Diploma
Junior high						
High school						
Vocational school						
Other						

Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02C: **List Your Formal Education and Training**

Your Checklist	Did you:	Instructor Checklist
☐	1. List the names and addresses of all schools you attended?	☐
☐	2. List the dates you entered and left each school?	☐
☐	3. List special courses of study?	☐
☐	4. List the number of grades you completed in each school?	☐
☐	5. List if you received a diploma or degree?	☐
☐	6. List GED information?	☐

Instructor _____

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Worksheet 1.02D
Skills Inventory

Part 1

Job Skills:

Skills are things you are able to do *well*. Job skills are things you are trained to do. They are things that relate to a special work task. Think about the job skills you have. Read the list below. It will give you some ideas about job skills. Check the job skills you think you have. Add to the list.

- ☐ figure tax
- ☐ style and cut hair
- ☐ design a floor plan for a living-room arrangement
- ☐ file
- ☐ type
- ☐ take inventory
- ☐ make a floral arrangement
- ☐ photograph and develop pictures
- ☐ sketch cartoons
- ☐ repair autos
- ☐ take a patient's pulse
- ☐ do a window display
- ☐ service a computer
- ☐ cook food
- ☐ repair plumbing
- ☐ design a logo
- ☐ handle a customer bank deposit
- ☐ interpret a weather map
- ☐ repair appliances
- ☐ take a blood count
- ☐ operate a cash register
- ☐ operate a lawn mower and other lawn equipment
- ☐ speak well
- ☐ write well
- ☐ use a calculator
- ☐ program a computer
- ☐
- ☐
- ☐

Part 2

Work Maturity Skills:

Work maturity skills are behavior skills. They relate to *how* a worker does his or her job. Place a check in front of the work maturity skills you think you have. These skills are important in many different kinds of jobs. You will not mention these skills on most applications. However, you may mention them in your resume.

- ☐ Present a clean and well-groomed appearance.
- ☐ Practice good health habits.
- ☐ Wear clothing that is appropriate for work.
- ☐ Wear clothing that is clean, pressed, and in good repair.
- ☐ Be confident in yourself.
- ☐ Be friendly, polite, courteous, and pleasant.
- ☐ Be helpful, kind, considerate, and even-tempered.
- ☐ Be interested in others.
- ☐ Be creative.
- ☐ Be willing to learn.
- ☐ Accept new ideas and ways of doing things.
- ☐ Take pride in your work.
- ☐ Be honest.

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- ☐ Be loyal.
- ☐ Keep information confidential.
- ☐ Respect property.
- ☐ Be punctual.
- ☐ Be dependable.
- ☐ Complete tasks willingly and on time.
- ☐ Be able to work under pressure and meet deadlines.
- ☐ Complete tasks neatly, accurately, and attractively.
- ☐ Be conscientious.
- ☐ Speak and write clearly.
- ☐ Use good grammar.
- ☐ Practice safe use of tools and equipment.
- ☐ Follow company rules.
- ☐ Express thoughts, feelings, and attitudes effectively.
- ☐ Correctly relate information and messages.
- ☐ Listen to and respect the opinions of others.
- ☐ Follow instructions.
- ☐ Work independently to complete tasks.
- ☐ Solve problems.
- ☐ Follow directions.
- ☐ Cooperate with others.
- ☐ Work well under supervision.
- ☐ Work well as a member of a team.
- ☐ Get along with others.
- ☐ Use good verbal skills.
- ☐ Use positive nonverbal communication.

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02D: **List Special Skills**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Identify your job skills?	☐
☐	2. Identify your work maturity skills?	☐

Instructor _____

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Worksheet 1.02E

Record of Employment

Get as many copies of this as you need. See your instructor.

Name of employer: _____

Address: _____
(street number and name)

_____
(city) (state) (zip)

Telephone Number: _____
(area code)

Kind of business: _____

Title or Position: _____

Full time? ☐ **Part time?** ☐

Job Responsibilities: _____
_____
_____

Equipment Used: _____
_____

Salary: _____

Employed from _____ **to** _____

Reasons for leaving: _____
_____
_____

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02E: **List Your Work Experiences**

Your Checklist	Did you:	Instructor Checklist
☐	1. List information about your employers and your positions and salaries?	☐
☐	2. List your specific job duties in each position?	☐
☐	3. List special tools or machines you have used?	☐
☐	4. List the length of each term of employment?	☐
☐	5. State reasons for leaving a job?	☐

Instructor_____

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Worksheet 1.02F

Record of Volunteer Experiences

Name of Organization: _____

Location: _____
(street number and name)

_____
(city) (state) (zip)

Telephone Number: _____
(area code) (number)

Kind of organization: _____

Title of position: _____

Hours worked: _____

Dates worked: _____

Responsibilities: _____

Equipment used: _____

Special training: _____

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Evaluation Checklist

Competency 1.0: **Prepare for the Job Search**

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02F: **List Volunteer Experiences**

Your Checklist	Did you:	Instructor Checklist
☐	1. List the places where you volunteered?	☐
☐	2. Record information about the places?	☐
☐	3. Record information about your experiences?	☐

Instructor_____

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Worksheet 1.02G

Record of Special Credits

Certifications: _____

_____

_____

Registrations or Licenses: _____

_____

_____

License or Registration Number: _____

Expiration Date: _____

Organizations/Clubs: _____

_____

_____

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02G: **List Special Credits and Activities**

Your Checklist	Did you:	Instructor Checklist
☐	1. List any certifications, registrations, or licenses?	☐
☐	2. Give complete information?	☐
☐	3. List any organizations or clubs to which you belong?	☐

Instructor_____

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Worksheet 1.02H

Record of Personal References

Possible References:

Actual References:

Name _____ Position _____

Home Address _____ Company Name _____

Home phone _____

Work Address _____ Work phone _____

Name _____ Position _____

Home Address _____ Company Name _____

Home phone _____

Work Address _____ Work phone _____

Name _____ Position _____

Home Address _____ Company Name _____

Home phone _____

Work Address _____ Work phone _____

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02H: **List References**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Identify three people you could ask for references?	☐
☐	2. Ask permission from each person you listed?	☐
☐	3. List the address and phone number of each reference?	☐

Instructor_____

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Worksheet 1.03A
Types of Resumes

Part 1

Chronological resume:

This type of resume shows education, training, and experiences arranged in order of date of occurrence. (See the sample on page 46.) This resume is best to use if you have *no gaps* in employment.

Functional resume:

This type of resume shows education, training, and experiences arranged in order of type of activity. (See the sample on page 47.) This resume is best to use if you *do have gaps* in employment. Use it to highlight specific types of experiences, too.

Part 2

Read the examples below. Check the type of resume to use in each case.

Job Goal: Medical Secretary

Work Experiences:	1979-1981	*Typist* at Taft General Hospital
	1975-1979	*File Clerk*, J.C. Scott, Inc. (makes hospital supplies)
	1971-1975	*Receptionist*, Samuel Hunter, M.D.

☐ Chronological ☐ Functional

Are these work experiences related to the job? Do they reflect regular employment? Yes? Then the chronological resume is the one to use.

Job Goal: Medical Secretary

Work Experiences:	1979-1981	*Butcher*, Harts Meats
	1975-1977	*File Clerk*, Grayson Lab
	1972-1973	*Dog Groomer*, Self-Employed

☐ Chronological ☐ Functional

Are these different, unrelated types of jobs? Are there large gaps in employment? Then the functional resume is the one to use.

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.03: Prepare the Resume

Operational Unit 1.03A: **Choose a Type of Resume to Prepare**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out about two types of resumes?	☐
☐	2. Select the type of resume that is best for you?	☐

Instructor_____

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Worksheet 1.03B

Resume Worksheet

Record your resume information on this worksheet. Look at the samples on pages 46 and 47.

_____ _____

_____

_____

_____

_____

Career Objective:

Work Experiences:

Education:

Special Training:

Personal:

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.03: Prepare the Resume

Operational Unit 1.03B: **Prepare a Draft Copy of Your Resume**

Your Checklist	Did you:	Instructor Checklist
☐	1. Record personal data?	☐
☐	2. List your career objective?	☐
☐	3. List work experiences?	☐
☐	4. List additional experiences?	☐
☐	5. List education and training?	☐
☐	6. List any special training?	☐
☐	7. List personal items?	☐
☐	8. Check for spelling or grammatical errors?	☐

Instructor_____

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Evaluation Checklist

Competency 1.0: Prepare for the Job Search

Task 1.03: Prepare the Resume

Operational Unit 1.03C: **Prepare the Final Copy of Your Resume**

Your Checklist	Did you:	Instructor Checklist
☐	1. Get advice from other participants?	☐
☐	2. Make changes?	☐
☐	3. Get approval from your instructor?	☐
☐	4. Type final copy?	☐
☐	5. Make corrections?	☐
☐	6. Make copies of final, perfect resume?	☐

Instructor_____

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Competency 2.0: Search for Available Jobs

Task 2.01: Identify Potential Employers

Evaluation Checklist 2.01A	Compile a List of Job Leads
Worksheet 2.01B	Job Lead Facts
Evaluation Checklist 2.01B	Gather Facts About Job Leads

Task 2.02: Decide Which Employers to Contact First

Evaluation Checklist 2.02A	Relate Personal Skills to Job Leads
Evaluation checklist 2.02B	Relate Personal Preferences to Job Leads

Task 2.03: Follow Job Leads

Worksheet 2.03A:	Message Outline
Evaluation Checklist 2.03A	Prepare Your Message
Worksheet 2.03B	Practice Calls
Evaluation Checklist 2.03B	Contact Employers by Telephone
Worksheet 2.03C	Practice Visits
Evaluation Checklist 2.03C	Contact Employers in Person

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.01: Identify Potential Employers

Operational Unit 2.01A: **Compile a List of Job Leads**

Your Checklist	Did you take the following steps to get and list job leads?	Instructor Checklist
☐	1. Look in the yellow pages?	☐
☐	2. Look in professional and trade journals?	☐
☐	3. Call your local chamber of commerce?	☐
☐	4. Contact unions, apprenticeship programs, and local organizations and agencies?	☐
☐	5. Contact friends, relatives, classmates, and other acquaintances?	☐
☐	6. Contact former employers and co-workers?	☐
☐	7. Look through the want ads?	☐
☐	8. Contact school placement services?	☐
☐	9. List public employment agencies?	☐
☐	10. List private employment agencies?	☐

Instructor_____

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Worksheet 2.01B
Job Lead Facts

Get as many copies of this sheet as you need. Ask your instructor.

Job Lead

Name of Business: _____

Address: _____

_____

Phone: _____

Type of Business: _____

Job Type: _____

No. of Employees: _____

Phone results

Date 1st call _____

Info _____

_____

Date 2nd call _____

Info _____

_____

Date 3rd call _____

Info _____

_____

Job Lead

Name of Business: _____

Address: _____

_____

Phone: _____

Type of Business: _____

Job Type: _____

No. of Employees: _____

Phone results

Date 1st call _____

Info _____

_____

Date 2nd call _____

Info _____

_____

Date 3rd call _____

Info _____

_____

Job Lead

Name of Business: _____

Address: _____

_____

Phone: _____

Type of Business: _____

Job Type: _____

No. of Employees: _____

Phone results

Date 1st call _____

Info _____

_____

Date 2nd call _____

Info _____

_____

Date 3rd call _____

Info _____

_____

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.01: Identify Potential Employers

Operational Unit 2.01B: **Gather Facts About Job Leads**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out about each job on your list?	☐
☐	2. Find out what each business does?	☐
☐	3. Find out the address and phone number of each business?	☐
☐	4. Find out how many employees are on staff in each business?	☐

Instructor _____

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.02: Decide Which Employers to Contact First

Operational Unit 2.02A: **Relate Personal Skills to Job Leads**

Your Checklist	Did you:	Instructor Checklist
☐	1. Look at your career objective, education and training, experiences, and skills?	☐
☐	2. Identify the jobs that most require the skills you have?	☐
☐	3. Note experiences that relate to each job you identified?	☐

Instructor_____

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.02: Decide Which Employers to Contact First

Operational Unit 2.02B: **Relate Personal Preferences to Job Leads**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify the size of company you prefer?	☐
☐	2. Identify the locations you find acceptable?	☐
☐	3. Find out the reputations of companies?	☐
☐	4. Match job leads to your preferences?	☐

Instructor_____

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Worksheet 2.03A
Message Outline

Name the contact person:

State your opening remarks:

Outline your message:

Name:

Description of your skills, experiences, and/or interests:

An item of interest to the listener:

Statement telling what you would like to do:

Statement telling about your experiences:

Statement telling about the benefits you would bring to the company:

Outline closing remarks:

List specific skills that relate to the job:

List other talents you have:

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Outline ways you will ask for an interview:

State your desire for an interview:

Explain why you want the interview:

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.03: Follow Job Leads

Operational Unit 2.03A: **Prepare Your Message**

Your Checklist	Did you:	Instructor Checklist
☐	1. List the person to contact?	☐
☐	2. Outline your opening remarks?	☐
☐	3. Outline your message?	☐
☐	4. Outline your closing remarks?	☐
☐	5. Outline ways you will ask for an interview?	☐
☐	6. Keep the message short?	☐
☐	7. Type or print the message?	☐

Instructor_____

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Worksheet 2.03B
Practice Calls

Following is a checklist. Use it to check yourself after you make each call. Ask other participants to use it when they are checking your practice calls.

Did you:

- ☐ Have all your materials at hand?
- ☐ Have a quiet place to work?
- ☐ Ask for the person who can hire you?
- ☐ Convey the proper message to secretary, if necessary?
- ☐ Speak clearly?
- ☐ Speak at a moderate pace?
- ☐ Sound enthusiastic and interested?
- ☐ Act pleasant?
- ☐ Briefly describe your past experiences?
- ☐ Briefly express your interest in the company or job?
- ☐ Briefly explain what you want . . . the position or type of work?

Did you:

- ☐ Briefly state your most recent experiences that relate to the job?
- ☐ Briefly tell the benefits you would bring to the company?
- ☐ Briefly state your specific skills that relate to the job?
- ☐ Ask for the interview?
- ☐ Explain why you want the interview?
- ☐ Ask for the interviewer's name?
- ☐ Ask for the date and time of the interview?
- ☐ Ask for the location of the interview?
- ☐ Extend a thank you?
- ☐ Keep the conversation short?
- ☐ Keep a record of each call?

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.03: Follow Job Leads

Operational Unit 2.03B: **Contact Employers by Telephone**

Your Checklist	Did you:	Instructor Checklist
☐	1. Set up a practice situation?	☐
☐	2. Prepare for the call?	☐
☐	3. Place the call?	☐
☐	4. Use good telephone techniques?	☐
☐	5. Deliver your message?	☐
☐	6. Deliver your closing remarks?	☐
☐	7. Arrange for the interview?	☐
☐	8. Explore other options within the company?	☐
☐	9. Practice the process?	☐
☐	10. Begin your calls?	☐
☐	11. Keep a record of your calls?	☐
☐	12. Call until you have secured several interviews?	☐
☐	13. Evaluate yourself after each call?	☐

Instructor_____

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Worksheet 2.03C
Practice Visits

Following is a checklist. Use it to check yourself after you make each call. Ask other participants to use it when they are checking your practice calls.

Did you:

- ☐ Learn facts about the company or business?
- ☐ Plan the time for your visits?
- ☐ Present a good appearance?
- ☐ Take your resume copies with you?
- ☐ Take a typed copy of your message?
- ☐ Greet the employer?
- ☐ Use good nonverbal skills:
  - ☐ Use good posture?
  - ☐ Smile?
  - ☐ Show interest and enthusiasm?
  - ☐ Look at the person?
  - ☐ Shake hands?
- ☐ Use good verbal skills:
  - ☐ Speak clearly?
  - ☐ Speak at a moderate pace?
  - ☐ Use a pleasant tone of voice?

Did you:

- ☐ Briefly describe your past experiences?
- ☐ Briefly express your interest in the company or job?
- ☐ Briefly explain what you want—the position or type of job?
- ☐ Briefly state your most recent experiences that relate to the job?
- ☐ Briefly state other benefits of hiring you?
- ☐ Ask for the interview?
- ☐ Explain why you want the interview?
- ☐ Ask for the interviewer's name?
- ☐ Ask for the date and time of the interview?
- ☐ Ask for the location of the interview?
- ☐ Extend a thank you?
- ☐ Keep the conversation short?
- ☐ Keep a record of each call?

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Evaluation Checklist

Competency 2.0: Search for Available Jobs

Task 2.03: Follow Job Leads

Operational Unit 2.03C: **Contact Employers in Person**

Your Checklist	Did you:	Instructor Checklist
☐	1. Learn about the company or business?	☐
☐	2. Plan the time for your visit?	☐
☐	3. Set up a practice?	☐
☐	4. Present a good appearance?	☐
☐	5. Take copies of your resume?	☐
☐	6. Take a copy of your prepared message?	☐
☐	7. Greet the employer?	☐
☐	8. Deliver your message?	☐
☐	9. Arrange for the interview?	☐
☐	10. Explore other options within the company?	☐
☐	11. Practice this process?	☐
☐	12. Begin your visits?	☐
☐	13. Keep a record of your visits?	☐
☐	14. Evaluate yourself after each visit?	☐
☐	15. Continue your visits until you have secured several interviews?	☐

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Competency 3.0 Apply for Jobs

Task 3.01: Fill Out Applications

Worksheet 3.01A	Application Terms and Questions
Evaluation Checklist 3.01A	Anticipate Questions
Worksheet 3.01B	Sample Applications
Evaluation Checklist 3.01B	Record Information Neatly, Clearly, Completely, and Correctly

Task 3.02: Present the Applications

Evaluation Checklist	Find Out Relevant Facts
Evaluation Checklist 3.02B	Seek an Appointment for an Interview

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Worksheet 3.01A
Application Terms and Questions

Part 1

Read the words that follow. Look up these words in the dictionary. Write a definition under each word. Then, turn to the next page. Try to match words and definitions. It is important that you know these meanings. You must understand the words on an application form. Otherwise, you will be unable to answer the questions.

apprentice

aptitude

bonded

chronic

confidential

disability

felony

legible

misdemeanor

personnel

qualifications

reference

residence

specify

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Match the definitions on the right to the words on the *left*. Draw a line from each word to its definition.

apprentice	long-term, continuous, prolonged
aptitude	any of several crimes, such as murder, rape or burglary; an offense considered more serious than other offenses and punished by a more serious sentence
bonded	the place in which one lives
chronic	a person who receives instruction in a trade, art, or business in return for working
confidential	to state explicitly, to describe
disability	a disabled state or condition
felony	guaranteed; bound by agreement
legible	a minor offense for which punishment might be a fine or imprisonment in a local jail
misdemeanor	talent, ability, intelligence
personnel	told in secret, communicated in confidence
qualifications	a person to whom an employer may refer to for information about an applicant
residence	employees
reference	any quality, accomplishment, or ability that suits a person to a specific position or task
specify	able to read

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Part 2

Read the abbreviations of the words on the right. Think about why they are abbreviated in that way. Think about where these words might appear on an application. Which ones appear next to each other? (The letters *m* and *f* will be near each other. They stand for *male* and *female*.)

When you think you know the words and the definitions, turn the page. Do the matching activity. Test your ability to recognize definitions.

ans.	answer
avg.	average
B.D.	birth date
co.	company
corp.	corporation
dept.	department
exp. or exper.	experience
f	female
Ill.	Illinois (know the abbreviation of your state's name)
m	male
mo.	month
no.	number
rd.	road
S.S. No.	Social Security Number
soc. sec.	social security
str.	street
tel.	telephone
yr.	year
ZIP	zip code

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Match the words on the right to the abbreviations on the left. Draw a line from each word to its abbreviation.

ans.	female
avg.	social security
B.D.	male
co.	birth date
corp.	corporation
dept.	experience
exp. or exper.	answer
f	telephone
Ill.	zip code
m	Social Security Number
mo.	month
no.	average
rd.	Illinois
soc. sec.	company
S.S. No.	road
str.	year
tel.	number
yr.	street
ZIP	department

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Part 3

There are several terms related to employee benefits. Read these terms. Know their definitions. You should not confuse the terms.

Workers' compensation:

This is money people receive when they are injured on the job.

Unemployment compensation:

This money people receive through the bureau of employment services when they can't find work.

Part 4

Be positive when you fill out an application. Be truthful . . . but be positive. Think about how employers will respond to your answers. Will they think better of you? No? Then delay answering the questions if possible. Leave blank the spaces provided for the answers. Discuss the questions in the interview if you are asked.

Some applications *demand* that you answer each question completely and truthfully. Omitting answers . . . leaving spaces blank . . . could be reason for dismissal. Talk with your instructor. Find out when you *must* answer all questions. Some questions are not legal for employers to ask.

Guidelines for answering difficult questions follow. Read them as you follow the procedures for the rest of this activity. Discuss them with other participants. Talk with your instructor. Find ways you could answer these questions in a positive way. Are there times when you should refuse to answer them? Are there times when you must answer them? You may comment about what you will answer to each question in the margins of the worksheet.

Now . . . return to Step 3, procedure a, at the beginning of this operational unit, and continue reading.

Part 5

Facts about parents:

What if a parent is unemployed . . . in prison . . . on welfare? Don't state these facts. They do not give a good impression. And they are not facts about *you*. When asked for this information, you can—

- leave the space blank. The question is not about you. It does not tell how you will do the job. Discuss it in the interview, if necessary.
- write housewife, housekeeper, etc.

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Part 6

Hospital or medical treatment:

Be positive. Don't let the employer think you are ill. When asked if you have been in the hospital . . or if you have had any medical treatment, you can—

- leave the space blank. Discuss the topic in the interview.
- list one-time surgeries. Appendix _____ Tonsillectomy _____

Part 7

Disabilities:

Do not mention disabilities on the application. You can and should mention them in the interview. If a disability could interfere with work, you will probably be *required* to mention it!

Part 8

Crimes or convictions:

Before you decide to apply for a job, think: Will this job put me in a situation similar to the one of my crime? Yes? Then choose another job. For example, have you been convicted of stealing money? Then don't apply to be a cashier.

When asked if you have any criminal convictions, you can—

- leave this space blank if the crime was minor. This information is hard for employers to get. It must be released by you.
- leave the space blank if you have been convicted of a felony (major crime). Discuss the topic in the interview. If the application states that you *must* mention the conviction, do so.

Part 9

Transportation:

Your employer may want to know if you can get to work or if you have a car you can use in your job. When asked if you have a car, you can—

- write *yes*.
- write *bus transportation*. Or write *transportation available to me*.

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Part 10

Health:

Be positive. Don't turn employers off. They want healthy workers. When asked if you are in good health, you can—

- write *excellent*. Don't consider common ailments. Many people have colds, toothaches, etc. This is not a medical exam. Don't mention common aches and pains. Think: Am I able to do this job?
- leave the space blank. If you have a serious health problem, discuss it later. Wait until the interview.

Part 11

Mental disorders:

When asked about mental disorders, you can—

- write *excellent*. Again, many people have headaches. And they get depressed at times. Be positive. Don't think about common ailments.
- leave the space blank. Discuss past disorders in the interview.

Part 12

Dates you can begin work:

Many employers want you to begin work when they are ready for you. If asked when you can begin work, you can—

- write *now* or *immediately*. If you have other plans, change them if hired. Don't miss a chance to get a job.
- state the date you will be available if you have no choice about when to begin employment. For example, are you moving to the city or state on a given date?
- state that you must give two weeks notice to your employer if you are presently employed. This will show the prospective employer that you will extend the same courtesy to the prospective company.

Part 13

Starting salary:

To decide on a reasonable starting salary, you must find out what is typical for the job. Call the Bureau of Employment Services. Look in the *Occupational Outlook Handbook*. Talk to people who work in the same job. But remember, you would be a new employee. Expect a lower rate. Companies gives raises over time.

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Part 14

Salary requests:

Should you state a salary request? Decide if you want to list a specific figure. If asked the salary you want, you can—

- give a salary range. Put the lowest salary you would accept. Give the highest salary you would expect, too.
- leave this space blank. Let the employer decide what to offer you. Then you can discuss it with him or her.

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Evaluation Checklist

Competency 3.0: Apply for Jobs

Task 3.01: Fill Out Applications

Operational Unit 3.01A: **Anticipate Questions**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Identify terms found on application forms?	☐
☐	2. Prepare a list of facts to record on the application?	☐
☐	3. Prepare to deal with facts that could keep you from getting hired?	☐
☐	4. Prepare to state opinions?	☐
☐	5. Prepare to give personal choices?	☐
☐	6. Decide if you want to list expected salary?	☐

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Worksheet 3.01B
Sample Applications

Application No. 1

POSITION for which you are applying: (List 1st, 2nd, and 3rd preferences)

First_____
Second_____
Third_____

☐ Full-time work

☐ Part-time work
(Specify days and hours if part time)

_____
_____

Name (Please print)

_____ Sex_____
(Last) (First) (Initial)

Present Address_____ Phone ( ) _____

Date of Birth _____ Height _____ Weight _____ Social Security Number _____

Are you a U.S. citizen?_____ Are you a registered alien? ☐ Yes ☐ No

Military Status: Not Applicable ☐ Eligible ☐ Veteran ☐ Res. Guard ☐

Discharge: _____ Dates of Service: _____

EDUCATION

List elementary school, high school or university, etc. attended.

	Name and Address of School	Course of Study	Years Attended	Did You Graduate?
Elementary				
High School				
College or University				

Do you have any physical handicaps which would prevent you from performing specific kinds of work? _____ If yes, describe the defect(s) and explain the work limitation_____

_____

Have you had any serious illnesses? ☐ No ☐ Yes (Describe) _____

Have you ever received worker's compensation? ☐ No ☐ Yes (Explain) _____

_____

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Have you ever been convicted of a felony? ☐ Yes ☐ No

Are you addicted to drugs? ☐ Yes ☐ No

WORK EXPERIENCE:

(List in order, last or present employer first)

Dates		Name and Address of Employer	Salary	Position	Reason for Leaving
From	To				

REFERENCES:

List the names of three persons who know of your skills or character

Name	Position	Address

READ CAREFULLY BEFORE SIGNING:

The information as submitted on this application is accurate to the best of my knowledge. I understand that I may be dismissed from service if I have falsified any information.

X _____ _____

Signature of Applicant Date

_____ APPLICANT SHALL NOT WRITE IN SPACES BELOW _____

FOR USE OF INTERVIEWER

Remarks: _____

_____

References checked: _____

Interviewed by: _____ Date _____

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Application No. 2

State University

State University is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Consideration was given in the development of this form to your right to individual privacy and equal opportunity. The information requested is needed to help the University assess your employment interests and qualifications and to enable us to contact you. No other use will be made of this information without your permission. The University may refuse employment consideration if this form is not filled out completely and accurately. Please print or write clearly using a pen.

Identification

Name (Last)	(First)	(Middle)	
Address (no. & street or route and box number)	(City)	(State)	(Zip Code)
Home telephone number	**Business telephone number**		**Message telephone number**

Date of birth (see note, right)	**Note:** Please enter your date of birth only if you are under 18 years of age or over 69. The University needs this information because of child labor laws and retirement regulations.

Work preferences

What type of appointment do you prefer?

☐ Full-time (40 hours/ week) ☐ Part-time (less than 40 hours/week) ☐ Temporary (less than one year duration)

What type will you accept?

☐ Full-time ☐ Part-time ☐ Temporary

Which shift do you prefer?

☐ First ☐ Second ☐ Third ☐ Rotating

Which shift will you accept?

☐ First ☐ Second ☐ Third ☐ Rotating

Please indicate the type and nature of work you are applying for in order of your preference. (For example: Teaching, Administrative, Personnel, Research in chemistry.) If you are seeking Classified Civil Service employment, please list the specific titles and levels.

Minimum acceptable salary	Date available to start
$ per ☐ Hour ☐ Week ☐ Month ☐ Year	

Education

Please circle last year of formal education completed: 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 5 6 7 8 Other 1 2 3 4

	Name and Location of School	From Mo/Yr	To Mo/Yr	Diploma /Degree	Program or Major Course Work	Grade Average
Last High School						
College, University, Business, Technical, or Military Schools						
Graduate School						

Experience

Please list your work experience, including any U.S. military experience. Include all employment whether full-time, part-time, summer or temporary.

Present or most recent employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving: _____

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Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

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Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department	
				Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving: _____					

Request additional sheets if needed or use plain paper.

References

If you included fewer than two employers on the previous pages, name a person below (other than a relative, employer or supervisor) who has known you well for at least two years.

Name and Business	Address	City	State	Zip Code	Telephone	Years Known

Certification and statement of understanding

I certify that all of the information furnished in this employment application and its addenda is true and complete to the best of my knowledge. I understand the University might investigate the information I have furnished and I realize that any misrepresentation or false information in this application can lead to withdrawal of any employment offer or termination after employment.

Signature _____ Date _____

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Employment Application Addendum C

State University

Last name	First name	Middle Name	Date

You must complete this addendum if you are applying for CLASSIFIED CIVIL SERVICE positions.

Yes or No

1. Are you a citizen of the United States? . . . . . _____

2. Do you now have or have you had any illnesses, injuries, or surgical procedures which might interfere with or be aggravated by the work you are seeking? (If your answer is "Yes," please give details in COMMENTS section on the reverse side of this addendum.) . . . . . _____

3. Have you ever been dismissed from a position for delinquency or misconduct? (If you have, be certain to give the job and details in the EXPERIENCE section.) . . . . . _____

   Questions 4 and 5 are asked only with reference to the bona fide requirements of the positions(s) being sought. A "yes" answer will not jeopardize your candidacy unless the question is related to the duties of the position.

4. Are you now or have you been addicted to the use of narcotics or other habit forming drugs or alcohol? (If you have, give details in COMMENTS section.) . . . . . _____

5. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? (You may omit (a) traffic violations for which you paid a fine of $50 or less—except if you are applying for positions involving driving: and (b) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court.) . . . . . _____

6. If you were in the U.S. military service, were you ever convicted by a general court martial? . . . . . _____

7. If you are an honorably discharged veteran of U.S. Military Service, do you desire extra credit on your civil service examination? (If you do, you must submit your DD 214 or Honorable Discharge certificate for review before or at the time of examination.) . . . . . _____

8. If you are applying for a TYPIST, STENOGRAPHER, SECRETARIAL or CLERICAL position:
   a. What is your approximate typing speed? . . . . . (words per minute) _____
   b. Do you prefer an electric typewriter? . . . . . _____

9. If you are applying for a STENOGRAPHER or SECRETARIAL (with shorthand) position:
   a. What is your approximate shorthand speed? . . . . . (words per minute) _____
   b. What method do you use? . . . . . (Gregg, Speedwriting, Stenotype) _____

10. Indicate equipment you operate (office machines, copiers, machine tools, vehicles, construction equipment electronic devices, etc) _____

    _____

    _____

11. Who referred you for employment at State University?

    _____

(Continue on reverse)

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COMMENTS

Indicate any comments you have regarding your qualifications not covered elsewhere, and details regarding questions on the reverse side (indicate the question number).

OATH OR AFFIRMATION (TO BE SIGNED BY A NOTARY PUBLIC)

I solemnly swear (or affirm) I am the individual named in this application and the information given herein is true and complete to best of my knowledge.

SIGNATURE OF APPLICANT (before notary public): _____

Subscribed and duly sworn before me according to Law, by the above named applicant this

day of _____ **, 19** _____ **, at** _____

County of _____**, and State of** _____

_____

Signature of Notary Public

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Evaluation Checklist

Competency 3.0: Apply for Jobs

Task 3.01: Fill Out Applications

Operational Unit 3.01B: **Record Information Neatly, Clearly, Completely, and Correctly**

Your Checklist	Did you:	Instructor Checklist
☐	1. Get the applications?	☐
☐	2. Read the instructions carefully?	☐
☐	3. Use your record sheets?	☐
☐	4. Print with a pen?	☐
☐	5. Spell correctly?	☐
☐	6. Answer questions completely?	☐
☐	7. Sign the statement of authorization?	☐
☐	8. Read the completed application?	☐
☐	9. Take steps to improve this aspect of job search?	☐

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Evaluation Checklist

Competency 3.0: Apply for Jobs

Task 3.02: Present the Applications

Operational Unit 3.02A: **Find Out Relevant Facts**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out about required employment tests?	☐
☐	2. Find out how long your application will remain on file?	☐

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Evaluation Checklist

Competency 3.0: Apply for Jobs

Task 3.02: Present the Application

Operational Unit 3.02B: **Seek an Appointment for an Interview**

Your Checklist	Did you:	Instructor Checklist
☐	1. Hand the application and your resume(s) to the personnel manager?	☐
☐	2. Find out when you can come in for an interview?	☐
☐	3. Make return visits and calls?	☐

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Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Evaluation Checklist 4.01A	Make the Appointment
Worksheet 4.01B	Interview Arrangements
Evaluation Checklist 4.01B	Make Arrangements to Get to the Interview
Worksheet 4.01C	Interview Questions
Evaluation Checklist 4.01C	Anticipate Interview Questions
Evaluation Checklist 4.01D	Prepare Your Physical Appearance
Evaluation Checklist 4.01E	Take Necessary Materials
Evaluation Checklist 4.01F	Be Punctual

Task 4.02: Handle the Interview

Evaluation Checklist 4.02A	Handle the Introduction in a Positive Way
Evaluation Checklist 4.02B	Communicate Effectively with the Interviewer
Evaluation Checklist 4.02C	Ask Questions About the Job and Company
Evaluation Checklist 4.02D	Complete the Interview

Task 4.03: Follow Up on the Interview

Worksheet 4.03A	Summary Checklist
Evaluation Checklist 4.03A	Evaluate and Improve Your Interview Techniques
Evaluation Checklist 4.03B	Write a Thank-You Letter to the Interviewer
Evaluation Checklist 4.03C	Place Follow-up Telephone Calls to the Interviewer

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01A: **Make the Appointment**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the name of the interviewer?	☐
☐	2. Find out the date and time of the interview?	☐
☐	3. Find out the location of the interview?	☐
☐	4. Find out where to park?	☐

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Worksheet 4.01B
Interview Arrangements

Time of Interview _____ a.m. or p.m.

Type of Transportation	Travel Time	Schedule	Extra Time	Departure Time
1.				

Total Travel Time _____

2.

Total Travel Time _____

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01B: **Make Arrangements to Get to the Interview**

Your Checklist	Did you:	Instructor Checklist
☐	1. Make arrangements for children and other persons who depend upon your care?	☐
☐	2. Make arrangements for transportation?	☐
☐	3. Determine the amount of time you need to travel by car?	☐
☐	4. Determine the amount of time you need to travel by bus or train?	☐
☐	5. Record your departure times?	☐

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Worksheet 4.01C
Interview Questions

1. What can you tell me about yourself?

2. Why do you want this job?

3. Why do you want to work for this company?

4. Why should we hire you?

5. What is your greatest strength? What is your greatest weakness?

6. What jobs have you had?

7. What is your training and education?

8. What are your hobbies?

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9. Do you plan to return to school?

10. Why did you leave your last job?

11. Why do you show gaps in your employment?

12. Do you work well with others? How did you relate to your supervisors?

13. How do you feel about working overtime?

14. Do you have any serious injuries or illnesses?

15. Do you have any disabilities?

16. Have you ever been arrested or sent to jail?

17. What salary do you expect?

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01C: **Anticipate Interview Questions**

Your Checklist	Did you:	Instructor Checklist
☐	1. Read the questions you may be asked in an interview?	☐
☐	2. Find out some ways to respond to the questions?	☐
☐	3. Write your response to each question?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01D: **Prepare Your Physical Appearance**

Your Checklist	Did you:	Instructor Checklist
☐	1. Appear clean and well groomed? Note the appearance of the following:	☐
☐	• Body	☐
☐	• Fingernails	☐
☐	• Hair	☐
☐	• Makeup	☐
☐	• Perfume or after-shave lotion	☐
☐	2. Appear well rested?	☐
☐	3. Appear to be in good health?	☐
	4. Wear clothing that was—	
☐	• clean and well pressed?	☐
☐	• correct size?	☐
☐	• correct style and length?	☐
☐	• appropriate?	☐

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Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01E: **Take Necessary Materials**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Take a copy of your resume?	☐
☐	2. Take a copy of your typed message?	☐
☐	3. Take samples of your work?	☐

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Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01F: **Be Punctual**

Your Checklist	Did you:	Instructor Checklist
☐	1. Leave for the interview alone and at the scheduled departure time?	☐
☐	2. Arrive at least ten minutes early?	☐
☐	3. Call the interviewer if delayed or ill?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.02: Handle the Interview

Operational Unit 4.02A: **Handle the Introduction in a Positive Way**

Your Checklist	Did you:	Instructor Checklist
☐	1. Greet the interviewer?	☐
☐	2. Introduce yourself?	☐
☐	3. Explain why you are there?	☐
☐	4. Speak clearly?	☐
☐	5. Show interest and enthusiasm?	☐
☐	6. Appear self-assured and confident?	☐
☐	7. Appear pleasant and respectful?	☐
☐	8. Ask to be seated if the interviewer does not suggest it?	☐
☐	9. Maintain good posture?	☐
☐	10. Avoid smoking?	☐
☐	11. Avoid chewing gum?	☐
☐	12. Avoid putting personal items on the interviewer's desk?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.02: Handle the Interview

Operational Unit 4.02B: **Communicate Effectively with the Interviewer**

Your Checklist	Did you:	Instructor Checklist
☐	1. Explain why you want the job and are suited for it?	☐
☐	2. Answer questions truthfully and completely?	☐
☐	3. Avoid saying things that are negative?	☐
☐	4. Give direct and honest answers?	☐
☐	5. Respond positively?	☐
☐	6. Use proper terminology?	☐
☐	7. Use correct grammar?	☐
☐	8. Use proper vocabulary?	☐
☐	9. Speak courteously and with a pleasant tone of voice?	☐
☐	10. Speak clearly?	☐
☐	11. Vary expression in your voice?	☐
☐	12. Maintain good posture?	☐
☐	13. Give full attention to the interviewer?	☐
☐	14. Follow the interviewer as he or she moves?	☐
☐	15. Use expression to show interest and enthusiasm?	☐
☐	16. Avoid gum chewing and smoking?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.02: Handle the Interview

Operational Unit 4.02C: **Ask Questions about the Job and Company**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Ask questions that relate to the job?	☐
☐	2. Ask questions that relate to the company?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.02: Handle the Interview

Operational Unit 4.02D: **Complete the Interview**

Your Checklist	Did you:	Instructor Checklist
☐	1. Sense when the interviewer wishes to close the interview?	☐
☐	2. Make arrangements to follow up?	☐
☐	3. Leave your resume?	☐
☐	4. Invite the interviewer to call you at the listed number?	☐
☐	5. Thank the interviewer?	☐

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Worksheet 4.03A

Summary Checklist

Did you:

- ☐ Find out the name of the interviewer?
- ☐ Find out the location of the interview?
- ☐ Find out the date and time of the interview?
- ☐ Find out where to park?
- ☐ Make arrangements for children?
- ☐ Make arrangements for transportation?
- ☐ Determine the amount of time you need to get to the interview?
- ☐ Identify the time you must depart for the interview?
- ☐ Anticipate questions you may be asked and prepare answers to those questions?
- ☐ Present a positive appearance?
  - ☐ Shower and shave?
  - ☐ Use deodorant?
  - ☐ Trim your fingernails and toenails?
  - ☐ Wash, comb, and style your hair?
  - ☐ Use limited amount of makeup?
  - ☐ Use perfume or after-shave lotion sparingly?
  - ☐ Brush your teeth?
  - ☐ Appear rested?
  - ☐ Appear calm?
  - ☐ Appear to be in good health?
  - ☐ Wear clothing that was clean and well pressed?
  - ☐ Choose clothes of the correct style and length?
  - ☐ Wear conservative clothing?
- ☐ Take a copy of your resume?

Did you:

- ☐ Take a copy of your prepared message?
- ☐ Take samples of your work?
- ☐ Leave for the interview alone and at the scheduled departure time?
- ☐ Arrive at least ten minutes early?
- ☐ Call the interviewer if you were delayed or ill?
- ☐ Greet the interviewer?
  - ☐ Stand erect and appear confident?
  - ☐ Look at the interviewer and smile?
  - ☐ Shake hands with a firm grip?
  - ☐ Use the interviewer's full name?
- ☐ Complete the introductions?
  - ☐ Introduce yourself using your full name?
  - ☐ Explain why you were in his or her office?
  - ☐ Speak clearly?
  - ☐ Show enthusiasm in your voice and manner?
  - ☐ Act self-assured and confident?
  - ☐ Act pleasant and respectful?
  - ☐ Wait for the interviewer to ask you to be seated?
  - ☐ Ask if you may be seated if the interviewer did not suggest it?
  - ☐ Maintain good posture?
- ☐ Explain why you wanted the job and why you were suited for it?
- ☐ Think before answering questions?

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Did you:

- ☐ Avoid saying things that you did not mean to say?
- ☐ Answer questions directly and honestly without providing unnecessary details?
- ☐ Answer questions in a positive way?
- ☐ Avoid mentioning negative facts?
- ☐ Ask questions if you did not understand what was said?
- ☐ Use proper terminology?
- ☐ Use correct grammar?
- ☐ Use proper vocabulary? (Avoid using slang words and offensive words?)
- ☐ Speak courteously and with a pleasant tone of voice?
- ☐ Speak clearly, pronouncing words carefully?
- ☐ Vary expression in your voice?
- ☐ Maintain good posture during the interview?
- ☐ Give full attention to the interviewer?
- ☐ Use expression to show interest and enthusiasm?
- ☐ Avoid bad habits of smoking or chewing gum?
- ☐ Find out the department or area of the company where you might work?
- ☐ Find out the specific job tasks you would be asked to do?

Did you:

- ☐ Find out the hours you would work?
- ☐ Find out about promotional opportunities?
- ☐ Find out about the company's volume of business.
- ☐ Find out about the types of customers the business serves?
- ☐ Find out about the scope of the company's activities?
- ☐ Sense when the interviewer wished to close the interview? (Watch for the interviewer to stand or to say he or she would be in contact with you?)
- ☐ Express your interest in the company?
- ☐ Explain that you would be interviewing in other places?
- ☐ Tell the interviewer that you would call back within the week?
- ☐ Ask what day or time would be best to call?
- ☐ Record any facts on a sheet of paper?
- ☐ Leave a copy of your resume?
- ☐ Leave a copy of your competency record if you had one?
- ☐ Invite the interviewer to call you at the listed number?
- ☐ Smile and thank the interviewer for his or her time and effort?
- ☐ Shake hands and leave?

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.03: Follow Up on the Interview

Operational Unit 4.03A: **Evaluate and Improve Your Interview Techniques**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Review the guidelines for interviewing?	☐
☐	2. Assess your interviewing techniques in practice sessions?	☐
☐	3. Take steps to improve your techniques?	☐
☐	4. Assess your real interview experiences?	☐
☐	5. Continue ongoing assessment of your interview techniques?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.03: Follow Up on the Interview

Operational Unit 4.03B: **Write a Thank-You Letter to the Interviewer**

Your Checklist	Did you:	Instructor Checklist
☐	1. Compose the letter?	☐
☐	2. Get the facts?	☐
☐	3. Check the letter for spelling or grammatical errors?	☐
☐	4. Copy the letter in the correct format?	☐
☐	5. Type the final copy of the letter?	☐

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Evaluation Checklist

Competency 4.0: Interview for Jobs

Task 4.03: Follow Up on the Interview

Operational Unit 4.03C: **Place Follow-Up Telephone Calls to the Interviewer**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Call the interviewer at the established time?	☐
☐	2. Identify yourself?	☐
☐	3. Ask if the position is still open?	☐

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Competency 5.0: Handle Job Offers

Task 5.01: Find Out Information about the Job and Company

Worksheet 5.01A	Job Responsibilities
Evaluation Checklist 5.01A	Identify Specific Items in the Job Search
Worksheet 5.01B	Company Policies and Procedures
Evaluation Checklist 5.01B	Find Out the Company's Policies and Procedures

Task 5.02: Negotiate for the Job

Worksheet 5.02A	Your Needs and the Job
Evaluation Checklist 5.02A	Determine if the Job Offer Meets Your Personal Needs
Evaluation Checklist 5.02B	Make a Choice

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Worksheet 5.01A

JOB RESPONSIBILITIES

Hours:

Number of people you will supervise:

Name of your supervisor:

Overtime required:

Travel required:

Starting salary:

Policy on raises:

Potential for advancement:

Date by which you must respond to the job offer:

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Evaluation Checklist

Competency 5.0: Handle Job Offers

Task 5.01: Find Out Information about the Job and Company

Operational Unit 5.01A: **Identify Specific Items in the Job Offer**

Your Checklist	Did you:	Instructor Checklist
☐	1. Ask for your exact job description?	☐
☐	2. Discuss the salary offer?	☐
☐	3. Ask about potential for advancement?	☐
☐	4. Ask for the date your response is due?	☐

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Worksheet 5.01B
Company Policies and Procedures

Part 1

Record the facts you must know about policies and procedures.

Lateness:

Absences:

Time Sheets:

Vacations:

Sick Leave:

Rest Breaks:

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Part 2

Record facts you must know about employee benefits.

Retirement Plans:

Employee Life and Health Insurance:

Credit Unions:

Profit Sharing:

Part 3

Record facts about union membership.

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Evaluation Checklist

Competency 5.0: Handle Job Offers

Task 5.01: Find Out Information about the Job and Company

Operational Unit 5.01B: **Find Out the Company's Policies and Procedures**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the personnel policies and procedures of the company?	☐
☐	2. Find out about employee benefits?	☐
☐	3. Find out about union membership?	☐
☐	4. Find out the outlook for continued employment?	☐

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Worksheet 5.02A
Your Needs and the Job

Part 1

Read the needs that are listed on the left-hand side of this worksheet. Read the description of specific needs in each area. Check the needs that are most important to you today.

Needs	Description	Most Important to You
Survival		
Essentials for living	Food, shelter, clothing	
Lifestyle	Home, vacation, clothing, and other things that reflect the way you live your life	
Safety		
Physical safety	Protection from dangers or injury	
Emotional safety	Protection from job loss; peace of mind	
Fellowship		
Work relationships	Ways of working with other people	
Social life	Experiences and events shared with friends	
Family	Love and commitment from those you choose to have in your life	

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Needs	Description	Most Important to You
Esteem		
Respect from others	Regard from people who think well of you: parents, spouse, children, and friends	
Self-respect	Pride in yourself . . . pride in your values, in your work, in your actions, etc.	
Satisfaction		
Independence	Freedom from other people and/or welfare . . . living without financial aid from others . . . providing for yourself	
Goal achievement	Doing what you want to do with your life	
Leisure time	Time for things other than work—hobbies, family, friends	
Learning	Time for education . . . to learn new things . . . to grow in knowledge and skill	

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Part 2

Fill in facts about the job offer in the spaces below.

Job responsibilities:

Hours:

People with whom you work:

Extra conditions, such as overtime and travel:

Starting salary:

Potential for advancement:

Job benefits:

Vacation and sick leave:

Employment outlook:

Part 3

List the personal needs that are fulfilled by each item in the job offer.

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Evaluation Checklist

Competency 5.0: Handle Job Offers

Task 5.02: Negotiate for the Job

Operational Unit 5.02A: **Determine If the Job Offer Meets Your Personal Needs**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify your personal needs?	☐
☐	2. List the items in the job offer?	☐
☐	3. Identify your personal needs that are satisfied by each item in the job offer?	☐

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Evaluation Checklist

Competency 5.0: Handle Job Offers

Task 5.02: Negotiate for the Job

Operational Unit 5.02B: **Make a Choice**

Your Checklist	Did you:	Instructor Checklist
☐	1. List the choices that are available to you?	☐
☐	2. Weigh the consequences of each decision?	☐
☐	3. Make a decision based on facts?	☐
☐	4. Inform the employer of your decision?	☐

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Modules

Competency 1.0: Present a Positive Image
Competency 2.0: Exhibit Positive Work Attitudes
Competency 3.0: Practice Good Work Habits
Competency 4.0: Practice Ethical Behavior
Competency 5.0: Communicate Effectively
Competency 6.0: Accept Responsibility
Competency 7.0: Cooperate With Others

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Competency 1.0 Present a Positive Image

Task 1.01: Follow Good Grooming Practices

Worksheet 1.01A	Personal Cleanliness Record
Evaluation Checklist 1.01A	Maintain Cleanliness
Worksheet 1.01B	Dental Hygiene
Evaluation Checklist 1.01B	Practice Dental Hygiene

Task 1.02: Practice Good Health Habits

Worksheet 1.02A	Menu Plan
Evaluation Checklist 1.02A	Follow Good Nutrition and Diet Principles
Worksheet 1.02B	Physical Fitness Record
Evaluation Checklist 1.02B	Follow Habits that Promote Physical Fitness

Task 1.03: Dress Appropriately for the Job

Evaluation Checklist 1.03A	Select Appropriate Work Clothing
Evaluation Checklist 1.03B	Keep Clothing in Good Condition

Task 1.04: Exhibit Self-Confidence

Worksheet 1.04A	Personal Strengths
Evaluation Checklist 1.04A	Identify Personal Strengths
Worksheet 1.04B	Body Language
Evaluation Checklist 1.04B	Use Positive Body Language

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Worksheet 1.01A

Personal Cleanliness Record

Part 1

Below are listed five activities. Each one is part of good body care. In the first column, list how many times a day you should do each activity.

Next, keep a record of your body care practices for one week. Record the number of times you perform each activity during each of the seven days.

Activity	Times Daily	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Bathe or shower								
Shave Male: face Female: legs underarms								
Use deodorant								
Trim and clean fingernails								
Trim and clean toenails								

Part 2

List below the kinds of facial care products that are good for you.

1.

2.

3.

4.

5.

6.

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Part 3

Read the statements below. Circle the ones that are rules you should follow in caring for your face.

Males

1. Wash your face in the morning and before retiring.
2. Shave at least once a day.
3. Use a limited amount of after-shave lotion.
4. Use the same razor blade for at least one year.
5. Trim your moustache regularly.

Females

1. Use a lot of makeup to cover any facial blemishes.
2. Use moisturizer before applying foundation.
3. Wash your face at least twice a day.
4. Use perfume sparingly.
5. Apply eye makeup heavily so that everyone will notice it.

Part 4

Write one or two guidelines for each aspect of hair care listed below.

1. Selecting and using shampoo and conditioner

2. Selecting and using hair tonics and sprays

3. Controlling dandruff

4. Drying and styling hair

5. Getting hair cuts and trims

6. Caring for hair during the work day

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Part 5

Chart A								
Activity	Times Daily	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Chart B								
Activity	Times Daily	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.01: Follow Good Grooming Practices
Operational Unit 1.01A: **Maintain Cleanliness**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify and follow at least five rules for proper care of your body?	☐
☐	2. Identify and follow at least five rules for proper care of your face?	☐
☐	3. Identify and follow at least five rules for proper care of your hair?	☐

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Worksheet 1.01B

Dental Hygiene

Part 1

Keep a record of your dental care practices for one week. Record below the number of times you perform each activity on each day of the week.

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Brush teeth							
Use dental floss							
Rinse mouth							

Part 2

List three reasons why you should get regular dental checkups.

1.

2.

3.

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.01: Follow Good Grooming Practices
Operational Unit 1.01B: **Practice Dental Hygiene**

Your Checklist	Did you:	Instructor Checklist
☐	1. Follow the three dental care rules?	☐
☐	2. List three reasons for getting regular checkups?	☐

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Worksheet 1.02A

Menu Plan

Part 1

Make a menu plan for three days of the week. Write what you will eat for breakfast, lunch, and dinner. Choose foods from the four main food groups. Do not include junk foods.

Add up the calories. Are they within your limit? Make changes if needed. If you must, add several junk food items. However, make sure your meals are well balanced. Also, make sure you do not plan for more calories than you should eat. Use the chart below.

If you want, ask your instructor for help.

	Breakfast	Lunch	Dinner
Day 1			
Day 2			
Day 3			

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Part 2

List the foods you actually eat each day. Be truthful! When the week is over, compare your list with the menu plan in Part 1. Find out where you need to improve.

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.02: Practice Good Health Habits
Operational Unit 1.02A: **Follow Good Nutrition and Diet Principles**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify foods from each of the food groups?	☐
☐	2. Identify the correct number of calories for your diet?	☐
☐	3. Discuss your diet and eating habits?	☐
☐	4. Identify ways to improve your diet and eating habits?	☐
☐	5. Eat foods that are nutritious and within your diet?	☐

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Worksheet 1.02B

Physical Fitness Record

Part 1

Form a discussion group with three or four other students. Answer and discuss the questions listed below.

1. How do you feel when you don't get enough sleep?

Sluggish?	Mean?	Dull?
Depressed?	Sleepy?	Irritable?

2. How do your feelings affect the way you act with—

   - your family?
   - your friends?
   - other people?

3. How do you feel about yourself when you are tired? Do you like yourself? Do you think you can do things well?

4. How does lack of sleep affect your ability to do things?

Part 2

On the following chart, record how many hours you sleep each night for a week. Also, write two sentences each day telling how you feel. Tell one thing you did well. Or tell one thing that was hard to do. Remember, the sleep you get one night will affect how you feel the *next* day.

Part 3

Look at the amount of sleep you got the first night. Draw an arrow to the sentences you wrote on the next day. The amount of sleep you got Sunday night had something to do with how you felt on Monday. Draw an arrow from each night to the next day's feelings.

Read the sentences. What do they tell you about yourself and proper sleep? Think about how tension, physical activity, and other things affected you also. Was it more difficult to deal with such things when you were not well rested? Discuss some of your feelings and ideas with your classmates.

Decide the amount of sleep you think is best for you. Circle the nights on which you got that amount of sleep.

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.02: Practice Good Health Habits
Operational Unit 1.02B: **Follow Habits that Promote Physical Fitness**

Your Checklist	Did you:	Instructor Checklist
☐	1. Determine the number of hours of sleep you need? Try to get it?	☐
☐	2. Set up and follow an approved exercise program for six weeks?	☐
☐	3. Limit your use of alcohol and avoid other drugs, or seek help?	☐

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.03: Dress Appropriately for the Job
Operational Unit 1.03A: **Select Appropriate Work Clothing**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the dress requirements?	☐
☐	2. Identify the kinds of clothes that are right for the work situation and tasks?	☐
☐	3. Select the correct size of clothing?	☐
☐	4. Select appropriate articles of clothing to wear to work?	☐

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Part 3

List the things you want to do well.

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.04: Exhibit Self-Confidence
Operational Unit 1.04A: **Identify Personal Strengths**

Your Checklist	Did you:	Instructor Checklist
☐	1. Assess your relationships with others?	☐
☐	2. Assess your skills?	☐
☐	3. List ways you want to improve?	☐
☐	4. Take steps to improve your weakest traits?	☐

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Evaluation Checklist

Competency 1.0: Present a Positive Image
Task 1.04: Exhibit Self-Confidence
Operational Unit 1.04B: **Use Positive Body Language**

Your Checklist	Did you:	Instructor Checklist
☐	1. Assume good posture?	☐
☐	2. Use positive facial expressions?	☐

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Competency 2.0: Exhibit Positive Work Attitudes

Task 2.01: Use Basic Social Skills

Worksheet 2.01A	Positive Behavior
Evaluation Checklist 2.01A	Assume Positive Behavior
Evaluation Checklist 2.01B	Exhibit Interest in Others

Task 2.02: Be Creative and Willing to Learn

Worksheet 2.02A	Creativity
Evaluation Checklist 2.02A	Identify Creative Potential in Yourself and Others
Evaluation Checklist 2.02B	Seek New Ideas and Ways of Doing Things

Task 2.03: Take Pride in Your Work

Worksheet 2.03A	Work Effort
Evaluation Checklist 2.03A	Develop a Sense of Contribution About Your Work
Evaluation Checklist 2.03B	Be Particular About the Finished Product

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Worksheet 2.01A

Positive Behavior

Part 1

Read the words that describe behavior. Place a check in front of words that best describe you. How do you *usually* act?

With co-workers or other participants

friendly	respectful
kind	outgoing
helpful	persistent
polite	serious
considerate	tactful
calm	honest
cheerful	loyal
patient	shy

With supervisors or instructors

friendly	respectful
kind	outgoing
helpful	persistent
polite	serious
considerate	tactful
calm	honest
cheerful	loyal
patient	shy

Part 2

Read the words that describe behavior. Think about the student you are assessing. How does he or she act? Check the words that describe that behavior.

Co-worker

friendly	respectful
kind	outgoing
helpful	persistent
polite	serious
considerate	tactful
calm	honest
cheerful	loyal
patient	shy

Supervisor

friendly	respectful
kind	outgoing
helpful	pesistent
polite	serious
considerate	tackful
calm	honest
cheerful	loyal
patient	shy

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.01: Use Basic Social Skills
Operational Unit 2.01A: **Assume Positive Behavior**

Your Checklist	Did you:	Instructor Checklist
☐	1. Assess your behavior?	☐
☐	2. Get other people to assess your behavior?	☐
☐	3. Compare the assessments?	☐
☐	4. Determine the behavior you most need for job success?	☐
☐	5. Plan how you can improve your behavior?	☐
☐	6. Follow your plan for one week?	☐

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.01: Use Basic Social Skills
Operational Unit 2.01B: **Exhibit Interest in Others**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the responsibilities of your co-workers?	☐
☐	2. Find out the responsibilities of your supervisor?	☐
☐	3. Learn about the customers you serve?	☐
☐	4. Plan three ways to improve your relations with co-workers, supervisors, and customers?	☐
☐	5. Follow the plan you made?	☐

Instructor _____

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Worksheet 2.02A
Creativity

Responses

1. I don't draw well.
2. I need more time.
3. More ideas come to me when I am doing other kinds of work.
4. I work better when I am alone.
5. I am afraid other people will laugh at my ideas.
6. I think my ideas are stupid.
7. I think my ideas are too unusual.
8. I'm afraid others will criticize my ideas.
9. I work better when I talk with other people.
10. I didn't like the project.

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.02: Be Creative and Willing to Learn
Operational Unit 2.02A: **Identify Creative Potential in Yourself and Others**

Your Checklist	Did you:	Instructor Checklist
☐	1. Engage in a creative activity?	☐
☐	2. Identify the contributions of each person?	☐
☐	3. List the factors that hampered creativity?	☐
☐	4. Plan ways to encourage creativity?	☐

Instructor _____

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.02: Be Creative and Willing to Learn
Operational Unit 2.02B: **Seek New Ideas and Ways of Doing Things**

Your Checklist	Did you	Instructor Checklist
☐	1. Identify what you already know?	☐
☐	2. Find some other ways to do things?	☐
☐	3. Brainstorm ideas with other people?	☐
☐	4. Accept new ideas?	☐

Instructor _____

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Worksheet 2.03A
Work Effort

Part 1
Write a paragraph. Describe the work you do or would like to do.

Part 2
List the responsibilities of a person who works in the job you described.

Part 3
List the people who benefit directly from your work. Example: A gardener's work benefits the home owner.

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Part 4

List people who benefit indirectly from your work. Example: A gardener's work indirectly benefits neighbors of the home owner.

Part 5

List three ways your work benefits you.

Part 6

List three ways your work benefits other people.

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.03: Take Pride in Your Work
Operational Unit 2.03A: **Develop a Sense of Contribution about Your Work**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify the scope of work you do?	☐
☐	2. Identify the people who benefit from the work you do?	☐
☐	3. Identify ways your work benefits you and other people?	☐

Instructor _____

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Evaluation Checklist

Competency 2.0: Exhibit Positive Work Attitudes
Task 2.03: Take Pride in Your Work
Operational Unit 2.03B: **Be Particular about the Finished Product**

Your Checklist	Did you:	Instructor Checkist
☐	1. Engage in a project?	☐
☐	2. Work carefully to avoid mistakes?	☐
☐	3. Get advice from qualified persons?	☐
☐	4. Check your completed work?	☐

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Competency 3.0: Practice Good Work Habits

Task 3.01: Maintain Regular Attendance

Worksheet 3.01A	Attendance
Evaluation Checklist 3.01A	Be Punctual
Evaluation Checklist 3.01B	Be Dependable

Task 3.02: Be Thorough and Diligent

Worksheet 3.02A	Task Completion
Evaluation Checklist 3.02A	Complete Tasks Willingly and On Time
Evaluation Checklist 3.02B	Be Persistent and Persevering
Worksheet 3.02C	Professional Knowledge
Evaluation Checklist 3.02C	Maintain Professional Knowledge

Task 3.03: Follow Safety Practices

Worksheet 3.03A	Safety Rules
Evaluation Checklist 3.03A	Identify and Follow General Safety Rules
Evaluation Checklist 3.03B	Operate Equipment Safely
Worksheet 3.03C	First-Aid Techniques
Evaluation Checklist 3.03C	Identify and Demonstrate First-Aid Techniques

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Worksheet 3.01A

Attendance

Starting Time _____ a.m. or p.m.

Type of Transportation	Travel Time	Schedule	Extra Time	Departure Time
1.				
Total	_____			
2.				
Total	_____			

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.01: Maintain Regular Attendance
Operational Unit 3.01A: **Be Punctual**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the time you must report to work?	☐
☐	2. Make arrangements for children or other persons who depend upon your care?	☐
☐	3. Make arrangements for transportation?	☐
☐	4. Determine the amount of time you need to travel by car?	☐
☐	5. Determine the time you need to travel by bus or train?	☐
☐	6. Determine the time you must leave your home?	☐
☐	7. Call your supervisor (instructor) if you are delayed?	☐
☐	8. Arrive on time each day?	☐

Instructor _____

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.01: Maintain Regular Attendance
Operational Unit 3.01B: **Be Dependable**

Your Checklist	Did you:	Instructor Checklist
☐	1. Begin work at starting time?	☐
☐	2. Have valid reasons for any absences?	☐
☐	3. Let other workers know when you left your work station?	☐
☐	4. Get permission ahead of time for late arrival?	☐
☐	5. Take breaks at and within approved times?	☐

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Worksheet 3.02A

Task Completion

Part 1

List current tasks, goals, objectives, and deadlines.

Current Tasks	Goals	Objectives	Deadlines

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Part 2

List four steps you could take to *relax tensions*.

1.

2.

3.

4.

List four steps you could take to *renew your energy*.

1.

2.

3.

4.

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Evaluation Checklist

Competencty 3.0: Practice Good Work Habits
Task 3.02: Be Thorough and Diligent
Operational Unit 3.02A: **Complete Tasks Willingly and On Time**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Set goals and objectives for each task?	☐
☐	2. Set priorities?	☐
☐	3. Manage time and resources effectively?	☐
☐	4. Follow steps to relax tensions and renew energy?	☐

Instructor _____

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.02: Be Thorough and Diligent
Operational Unit 3.02B: **Be Persistent and Persevering**

Your Checklist	Did you:	Instructor Checklist
☐	1. Complete tasks as outlined?	☐
☐	2. Use slack time productively?	☐
☐	3. Avoid activities that are not related to work?	☐

Instructor _____

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Worksheet 3.02C

Professional Knowledge

Part 1

List magazines and journals that address your field of work.

Part 2

Write the name of one professional organization below. Describe the organization's purpose. Tell what occurs at the meetings.

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.02: Be Thorough and Diligent
Operational Unit 3.02C: **Maintain Professional Knowledge**

Your Checklist	Did you:	Instructor Checklist
☐	1. Read articles that relate to your work?	☐
☐	2. Look into joining professional organizations?	☐
☐	3. Plan to attend special training programs when offered?	☐
☐	4. Plan to attend staff development programs?	☐

Instructor _____

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Worksheet 3.03A
Safety Rules

Part 1

List five rules for personal safety. List rules you should follow in the work you do . . . or in the work you want to do. Explain why each rule is important.

1.

2.

3.

4.

5.

Part 2

List five housekeeping rules for safety. List ones that are most important in the work you do or want to do. Explain why each rule is important.

1.

2.

3.

4.

5.

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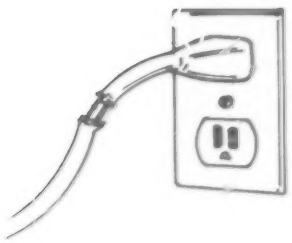
Part 3

Hazard _____

_____

Correct by _____

_____

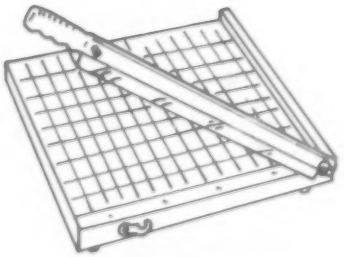


Hazard _____

_____

Correct by _____

_____



Hazard _____

_____

Correct by _____

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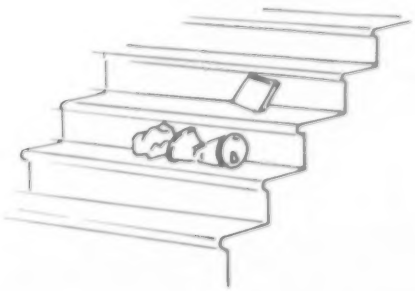

Hazard _____

_____

Correct by _____

_____

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Hazard _____

_____

Correct by _____

_____

Hazard _____

_____

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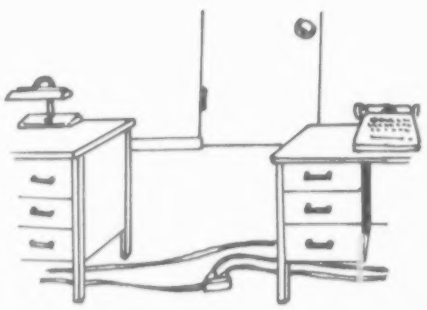

Hazard _____

_____

Correct by _____

_____

Hazard _____

_____

Correct by _____

_____

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.03: Follow Safety Practices
Operational Unit 3.03A: **Identify and Follow General Safety Rules**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify rules for personal safety and protection?	☐
☐	2. Identify general housekeeping rules?	☐
☐	3. Identify and correct safety hazards in the work place?	☐

Instructor _____

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.03: Follow Safety Practices
Operational Unit 3.03B: **Operate Equipment Safely**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the safe and proper way to use power tools and machines?	☐
☐	2. Find out the safe and proper way to use hand tools?	☐
☐	3. Make a list of rules for safe use of all equipment?	☐
☐	4. Identify and get any protective equipment needed in your job?	☐
☐	5. Identify and avoid wearing unsafe clothing?	☐
☐	6. Practice using the tools and machines safely while under supervision?	☐
☐	7. Demonstrate safe operation of equipment on the job?	☐

Instructor _____

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Worksheet 3.03C
First-Aid Techniques

Part 1

Multiple choice: Circle the letter(s) that represent the best answer(s) to each question:

1. **In case of poisoning, what is the best emergency procedure to follow? (Circle two.)**
   a. Call physician or poison control center.
   b. Induce vomiting as soon as possible in all cases.
   c. Use antidote recommended on label of "poison" product.
   d. Make the victim drink fruit juice.

2. **What emergency treatment would you offer to a person who is having a convulsion? (Circle one.)**
   a. Place the person on a soft surface.
   b. Prevent the person from injuring himself or herself by removing any objects in his or her way.
   c. Hold the person's arms to keep him or her from thrashing.
   d. Hum a melody to soothe the person.

3. **How would you treat a minor burn? (Circle one.)**
   a. Call the doctor.
   b. Hold under cold running water or plunge into ice water.
   c. Wash well with soap and water.
   d. No treatment.

4. **What is the emergency treatment for small cuts or scrapes? (Circle two.)**
   a. Call the emergency squad immediately.
   b. Wash well with soap and water.
   c. Apply a sterile bandage.
   d. Apply petroleum jelly.

5. **How would you treat an extensive or deep cut? (Circle two.)**
   a. Seek medical help.
   b. Treat with an antiseptic.
   c. Apply pressure to wound to stop bleeding.
   d. Wash well with soap and water.

6. **What is the emergency treatment for an earache? (Circle one.)**
   a. Apply a warm wet cloth over the ear.
   b. Put eardrops in the ear.
   c. No treatment. Urge the person to seek medical care.
   d. Apply a cold wet cloth over the ear.

7. **What is the emergency treatment for nosebleed? (Circle two.)**
   a. Have person sit with head slightly forward to keep blood from trickling down the throat.
   b. Tilt head back so blood will not drip out of the nose.
   c. Firmly hold nostrils together over middle point of nose.
   d. Ask person to blow his or her nose.

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8. **What emergency treatment would you offer if you suspect a bone fracture? (Circle three.)**
   a. Lower the injured area if pain is present.
   b. Do not move the victim.
   c. Use a sterile dressing to loosely cover the broken skin.
   d. Wash the area with soap and water.
   e. Notify a physician.

9. **What is the emergency treatment for insect bites? (Circle three.)**
   a. Apply alcohol to the area.
   b. Apply cold wet applications for a few minutes.
   c. Watch for allergic reactions, excessive swelling, or difficulty in breathing.
   d. Apply pressure over the bite area with your hand.

10. **How would you treat a person who has exhibited nausea and vomiting? (Circle two.)**
    a. Give the person a carbonated beverage.
    b. Have the person rest on cot with his or her head turned to the side.
    c. Give nothing by mouth.
    d. Involve the person in a conversation to take his or her attention from the illness.

11. **What is the emergency treatment for an animal bite? (Circle two.)**
    a. Wash the wound with soap and water.
    b. Spray the area with an antiseptic.
    c. Get the person to a doctor as soon as possible.
    d. Keep the person lying down.

12. **What is the emergency treatment for a toothache? (Circle one.)**
    a. Tell the person to seek dental care.
    b. Have the person rinse his or her mouth with cold water.
    c. Place a cloth around the person's jaw and tie at the top of the head.
    d. Look in the person's mouth to see if you can detect a cavity.

NOW . . .
Check your answers with the key in Part 2 of this Worksheet.

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Part 2

Key: Compare your answers with the correct answers listed here.

1. a, c
2. b
3. b
4. b, c
5. a, c
6. c
7. a, c
8. b, c, e
9. a, b, c
10. b, c
11. a, c
12. a

Part 3

Ask another student to play the role of the victim. Demonstrate how you would handle each emergency listed below.

1. A woman is choking on a piece of meat. It is lodged in her throat.
2. A child is lying on the playground crying. He has one leg bent in an unnatural position.
3. Smoke is coming out of a cabinet. You store cleaning and gardening supplies there.
4. A man is bitten on the arm by a dog. The owner lives in the neighborhood.
5. A toddler is sitting on the floor. She is holding an open and almost empty can of cleaning fluid.
6. A man is lying on the shop floor. His body is jerking uncontrollably.
7. A man has just received a shock. He was plugging a typewriter cord into an electrical outlet.
8. A worker falls on the job. She gets a deep cut on her leg.

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Evaluation Checklist

Competency 3.0: Practice Good Work Habits
Task 3.03: Follow Safety Practices
Operational Unit 3.03C: **Identify and Demonstrate First-Aid Techniques**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out correct first-aid techniques?	☐
☐	2. Identify the correct emergency treatment in given situations?	☐
☐	3. Demonstrate proper first-aid techniques?	☐

Instructor _____

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Competency 4.0 Practice Ethical Behavior

Task 4.01: Exercise Integrity and Judgment

Evaluation Checklist 4.01A	Maintain Confidentiality
Worksheet 4.01B	Loyalty
Evaluation Checklist 4.01B	Maintain Loyalty
Worksheet 4.01C	Honesty
Evaluation Checklist 4.01C	Demonstrate Honesty

Task 4.02: Respect Property

Worksheet 4.02A	Property Care
Evaluation Checklist 4.02A	Care for the Building
Evaluation Checklist 4.02B	Care for Equipment and Furniture
Worksheet 4.03A	Policies and Procedures
Evaluation Checklist 4.03A	Follow Company Policies and Procedures
Worksheet 4.03B	Conflicts
Evaluation Checklist 4.03B	Negotiate to Resolve Conflicts

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.01: Exercise Integrity and Good Judgment
Operational Unit 4.01A: **Maintain Confidentiality**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the types of facts that should be kept confidential?	☐
☐	2. Find out reasons for maintaining confidentiality?	☐
☐	3. Plan ways to protect the rights of customers, supervisors, and co-workers?	☐
☐	4. Demonstrate your ability to maintain confidentiality?	☐
☐	5. Follow correct procedure for releasing information you are authorized to release?	☐

Instructor _____

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Worksheet 4.01B
Loyalty

Part 1

A. Identify four ways that rumors can affect people and their work.

1.

2.

3.

4.

B. Get two or three other students. Role play people who are involved in a rumor situation. Make up any situation you want.

C. Meet with your instructor and several classmates. Discuss ways in which rumors could affect—

1. the way you do your job.
2. the way others do their jobs.
3. the quality of work that is done.
4. the people you serve—your customers.
5. the way people feel about you.

Part 2

List five rules that will help you to avoid spreading rumors. Discuss your ideas with other people.

1.

2.

3.

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4.

5.

Part 3

Think about the procedures used in your training program or in your office, shop, or other place of work. For example:

- How do you receive memos about meetings?
- How do you record hours worked?

List several good points about the ways things operate.

1.

2.

List the procedures you do not like. Explain why you dislike the procedures:

- Do they make your job more difficult?
- Why?

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.01: Exercise Integrity and Good Judgment
Operational Unit 4.01B: **Maintain Loyalty**

Your Checklist	Did you:	Instructor Checklist
☐	1. Follow steps to avoid spreading rumors?	☐
☐	2. Follow steps to avoid criticisms and judgments about office or shop procedures?	☐
☐	3. Follow steps to avoid criticisms and judgments about other people?	☐

Instructor _____

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Worksheet 4.01C
Honesty

Part 1

Read the situations below. Circle the statements that are not truthful. Write one or two sentences to make the situations reflect truthful action.

Situation 1:

Avis Leeds is a salesperson. She talks with customers. She advises them about dress sizes. A customer who wears size 14 comes into the store. She likes a dress that is size 12. Avis says—

> *"We have this dress only in size 12. However, why don't you get the size 12? Tight clothes are very becoming. They make you look thinner. Anyway, you will probably lose a few pounds soon."*

Situation 2:

John Solen borrowed a book from his co-worker, Sara. Sara was not at her desk when John took the book. A week later, John realized he had lost the book. That same day Sara asked John if he had seen her book. John said, "No."

Situation 3:

Fred's supervisor asked him to do a task. He asked him to write a report to the JAE Store. Fred said he would do it. But Fred got very busy. Anyway, he hates to write reports. So, Fred did not do the task.

Part 2

Write a paragraph. Describe the benefits of being honest about your mistakes.

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Part 3

Describe a mistake you made in your work. (This could be in any kind of work: class work, housekeeping work, office work.) Describe what you did or should have done to deal honestly with the situation.

Part 4

Check the behavior that is called *stealing* in the list below. Use the key at the end of this worksheet to check your answers.

_____ 1. Abe took a pen and some paper home from the office. He used the supplies to write letters to friends.

_____ 2. Alice took several pieces of copper tubing from the shop. She needed it to repair some plumbing at home.

_____ 3. Adam took a drill home from the supply shed. He had to do some work for a customer who lives next door to him.

_____ 4. Bonny took some art supplies from the office. She needed them to make her Christmas decorations.

_____ 5. Jud took some carpentry supplies home. He goes to his construction site directly from home.

_____ 6. Georgia took several pencils from her office desk. She gave them to her children. The company has many pencils. Georgia believes the company will never miss two pencils.

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Part 5

Stealing costs companies many dollars each year. Employees do not always think about this. However, the public pays for these costs. That is because companies have to make enough money to cover their losses. So, they charge people more for their goods and services. Then they can pay for the extra expenses to replace stolen goods.

Estimate the losses several companies could have and then pass along to the public.

- List five items a person could take from a work setting. **Costs**

1.

2.

3.

4.

5.

- Find out the cost of replacing the items.
- Pretend a person would take the items at least once a month.
- Multiply the replacement cost by 12 (12 months). **Total Cost**

x 12

- Then, pretend 1,000 workers in town take the same items at the same rate.
- Multiply the losses due to one person by 1,000. The final amount is the amount of loss other people will help pay for. x 1000

Stealing can also cost the stealer his or her self-respect. How does stealing fit in with your values? With your parents' values? With your church's values? With values of people you respect?

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Describe three ways in which you can behave honestly in your work (or home) situation.

1.

2.

3.

Part 6

Laws protect companies from people who steal. These laws can be very strict. They can relate to stealing of "little" items like pens and pencils. Find out the laws at the company where you work . . . or at a company where you would like to work. List the penalties for stealing.

Key:

__X__ 1.

__X__ 2.

____ 3.

__X__ 4.

____ 5.

__X__ 6.

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.01: Exercise Integrity and Good Judgment
Operational Unit 4.01C: **Demonstrate Honesty**

Your Checklist	Did you:	Instructor Checklist
☐	1. Exhibit truthful behavior?	☐
☐	2. Admit mistakes?	☐
☐	3. Avoid taking company supplies, equipment,or funds for personal use?	☐

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Worksheet 4.02A
Property Care

Part 1

Write three ways that building damage affects owners or renters. Talk with people who own or rent buildings in your town. (For example, ask for help from landlords, owners of the building you are in now, or owners of a community center.)

1.

2.

3.

Part 2

Write three ways that building damage affects people who use the building. Talk with other students. Talk with supervisors or instructors. Talk with administrators.

1.

2.

3.

Part 3

List three ways that building damage affects other people in the community. Talk with business people. Talk with realtors. Talk with consumers.

1.

2.

3.

Part 4

List six reasons why you should care for a building you use.

1.

2.

3.

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4.

5.

6.

Part 5

List at least five ways you can help care for the exterior of a building.

1.

2.

3.

4.

5.

Part 6

List at least five ways you can help care for the interior of a building.

1.

2.

3.

4.

5.

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.02: Respect Property
Operational Unit 4.02A: **Care for the Building**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify six reasons why you should care for a building you use?	☐
☐	2. Identify at least five ways you can care for the exterior of a building?	☐
☐	3. Identify at least five ways you can care for the interior of a building?	☐
☐	4. Follow 10 rules for building care?	☐

Instructor _____

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.02: Respect Property
Operational Unit 4.02B: **Care for Equipment and Furniture**

Your Checklist	**Did you:**	**Instructor Checklist**
☐	1. Follow correct procedures for equipment use?	☐
☐	2. Avoid abuse or damage to equipment and furniture?	☐
☐	3. Follow instructions about the cleaning and care of equipment?	☐

Instructor _____

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Worksheet 4.03A
Policies and Procedures

Part 1

Record the facts you must know about the following.

Lateness:

Absences:

Time Sheets:

Vacations:

Sick Leave:

Rest Breaks:

Part 2

Record policies and procedures for the following.

Hiring:

Firing:

Promoting:

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Part 3

Record the policies and procedures for this training program:

1.

2.

3.

4.

5.

6.

7.

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.03: Follow Company Rules
Operational Unit 4.03A: **Follow Company Policies and Procedures**

Your Checklist	Did you:	Instructor Checklist
☐	1. Find out the personnel policies and procedures of a local company?	☐
☐	2. Find out the operating policies and procedures of a local company?	☐
☐	3. Demonstrate your ability to follow established rules?	☐

Instructor _____

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Worksheet 4.03B
Conflicts

Part 1

List needs that could be conflicting across from each other. See the example below.

	Worker Needs	Company Needs
1.	High pay	Low costs
2.		
3.		
4.		

Part 2

Read the following case study. Then list ways the worker loses and ways the company loses when needs are not satisfied.

Case Study: John and the Komo Company

John

John got good grades in high school. When he was hired, the Komo Company put him in a training program. John learned the skills fast. Now he is a skilled worker. He works quickly and his work is done correctly. John loves his work. He likes working with people. He especially likes his co-workers. But, John expects to be paid more than he gets. He knows he can get more money at another company. John needs to make more money, so he has quit. He joins another company that pays more money. John doesn't like the work as well. And he doesn't like the fact that he works alone most of the time.

The Komo Company

The Komo Company wants good workers. So, they hire the best students. They put the new workers in a training program for six weeks. The program costs the company lots of money. But, the workers are skilled when they finish the program. So, the company has workers who are productive. However, the Komo Company doesn't pay their workers as well as other companies. This is how they cut costs to make more money. They are very disappointed when John quits.

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Question: What does John lose when he leaves The Komo Company? What does The Komo Company lose when John leaves? Write your answers in the column below.

	John loses	**The Komo Company loses**
1.		1.
2.		2.

Part 3

List three reasons why it is important to resolve conflicts.

1.

2.

3.

Part 4

Explain why you would like to work for a company that does not have a union.

Part 5

Explain why you would like to work for a company that has a union.

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Part 6

Answer and discuss the following questions:

1. Were the workers' demands reasonable?
2. Were the company's problems realistic?
3. What worker needs and organization needs were in conflict? Which ones were compatible?
4. Was the compromise good for both the company and the workers? Why?
5. Were the officers for each pleased with the compromise? Why?

Part 7

Answer and discuss the following questions:

1. What could have happened if the company had refused to compromise? What if the workers had refused to compromise?
2. How could a labor union have helped the workers in their negotiation?
3. How could the labor union have made the negotiations more difficult?

(If possible, discuss these questions with union and nonunion workers before discussing them in class.)

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Evaluation Checklist

Competency 4.0: Practice Ethical Behavior
Task 4.03: Follow Company Rules
Operational Unit 4.03B: **Negotiate to Resolve Conflicts**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify possible conflicts between a company and its workers?	☐
☐	2. Identify reasons why it is important to resolve conflicts?	☐
☐	3. Find out how companies resolve their own conflicts?	☐
☐	4. Find out how unions help companies and workers resolve conflicts?	☐
☐	5. Engage in negotiations with the company?	☐
☐	6. Analyze the negotiations?	☐

Instructor _____

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Competency 5.0: Communicate Effectively

Task 5.01: Demonstrate Spoken Communication Skills

Worksheet 5.01A	Language Practice
Evaluation Checklist 5.01A	Use Proper Language
Worksheet 5.02B	Speaking Practice
Evaluation Checklist 5.02B	Use Proper Speaking Techniques
Worksheet 5.01C	Message Practice
Evaluation Checklist 5.01C	Correctly Relate Information and Messages

Task 5.02: Demonstrate Written Communication Skills

Worksheet 5.02A	Writing Practice
Evaluation Checklist 5.02A	State Information in a Clear, Concise and Correct Manner
Worksheet 5.02B	Message Writing
Evaluation Checklist 5.02B	Convey Accurate and Complete Information

Task 5.03: Demonstrate Nonverbal Communication Skills

Worksheet 5.03A	Body Language Practice
Evaluation Checklist 5.03A	Use Body Language to Improve Speaking Skills
Evaluation Checklist 5.03B	Use Body Language to Improve Listening Skills

Task 5.04: Demonstrate Good Listening Habits

Evaluation Checklist 5.04A	Exhibit the Qualities of a Good Listener
Evaluation Checklist 5.04B	Follow Verbal Instructions

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Worksheet 5.01A

Language Practice

Communication Situation

Talk with your instructor. Explain how you think this program will help you get and keep a job. Explain why communication skills are important in your home life, social life, and work life.

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.01: Demonstrate Spoken Communication Skills
Operational Unit 5.01A: **Use Proper Language**

Your Checklist	Did you:	Instructor Checklist
☐	1. Use proper terminology for your work?	☐
☐	2. Use correct grammar?	☐
☐	3. Use proper vocabulary?	☐

Instructor _____

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Worksheet 5.01B

Speaking Practice

Situation:

You are a salesperson for J & L Sportswear. Your instructor is a customer who telephones your store.

The customer speaks very softly. He wants to know what colors and styles of jeans you carry. He also wants to know if you have knit shirts on sale.

Make up the store information. Talk with the customer. Use proper speaking techniques.

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.01: Demonstrate Spoken Communication Skills
Operational Unit 5.01B: **Use Proper Speaking Techniques**

Your Checklist	Did you:	Instructor Checklist
☐	1. Speak courteously and with a pleasant tone of voice?	☐
☐	2. Speak clearly?	☐
☐	3. Speak at a moderate pace?	☐

Instructor _____

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Worksheet 5.01C

Message Practice

Part 1

Julie Gray has a severe earache. She must call her doctor, Dr. Hammond, at 229-1647. She wants an appointment as soon as possible. Julie is calling from her office at Kent Products. Her phone number is 288-1444.

Pretend you are Julie. Place the call.

Part 2

Justin Gray works at the Pizza Palace. He must call Alvo's Sausage Shop and talk to Herman Pool. He must order 45 pounds of sausage today. He needs delivery in three days. Justin's phone number is 486-1100.

Herman Pool works at Alvo's Sausage Shop. He is on vacation today, but will be in the shop tomorrow. Rose Bamonti is answering Herman's calls.

Ask another student to be Justin. Pretend you are Rose. Take the call from Justin Gr[illegible]ve the message to Herman Pool. (The person who plays the role of Justin can be Herman, too.)

Part 3

Read the situations described below. Practice communicating in each situation. Ask another person to work with you. Stop when you think you can relate the information and messages correctly.

Take the evaluation sheet to your instructor. Perform the communication for him or her.

Situation 1:

Mrs. Stone is a personnel manager. She works for the Kiddie Land Toy Company. Jane is Mrs. Stone's secretary. Mr. Tully enters the office. He has an interview with Mrs. Stone. Pretend you are Jane. Introduce Mr. Tully to Mrs. Stone.

Situation 2:

Karen Thomas is a car mechanic. She repairs and services cars. Karen must call Mr. White at 457-7655. She must tell him his car is repaired. He can pick it up anytime before 6:00 p.m. Pretend you are Karen. Call Mr. White. Give him the message.

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Situation 3:

Ask your instructor (or another student) to play the role of the caller. You are the receiver.

Caller: *Name:* *Anne Jeffries*
Firm: *Art Affairs*
Phone: *214-299-1342*

Receiver: *Name:* *Susan Anable, Secretary*
Firm: *Temple Supplies, Inc.*

Answer the telephone. Mr. Temple is in a meeting. Role play your conversations with Anne Jeffries. Give the message to Mr. Temple.

Situation 4:

Donna Fisher is a fire fighter. She tells people how to leave a building in case of a fire. Pretend you are Donna Fisher. Give directions on how to leave the building you are in now.

Situation 5:

Chris Clark is a typing teacher. He tells students how to put paper into the typewriter. Pretend you are Chris Clark. Give instructions. Tell the proper way to insert paper into the machine.

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.01: Demonstrate Spoken Communication Skills
Operational Unit 5.01C: **Correctly Relate Information and Messages**

Your Checklist	Did you:	Instructor Checklist
☐	1. Perform introductions?	☐
☐	2. Place telephone calls?	☐
☐	3. Take and communicate telephone messages?	☐
☐	4. Give directions?	☐
☐	5. Give instructions?	☐

Instructor _____

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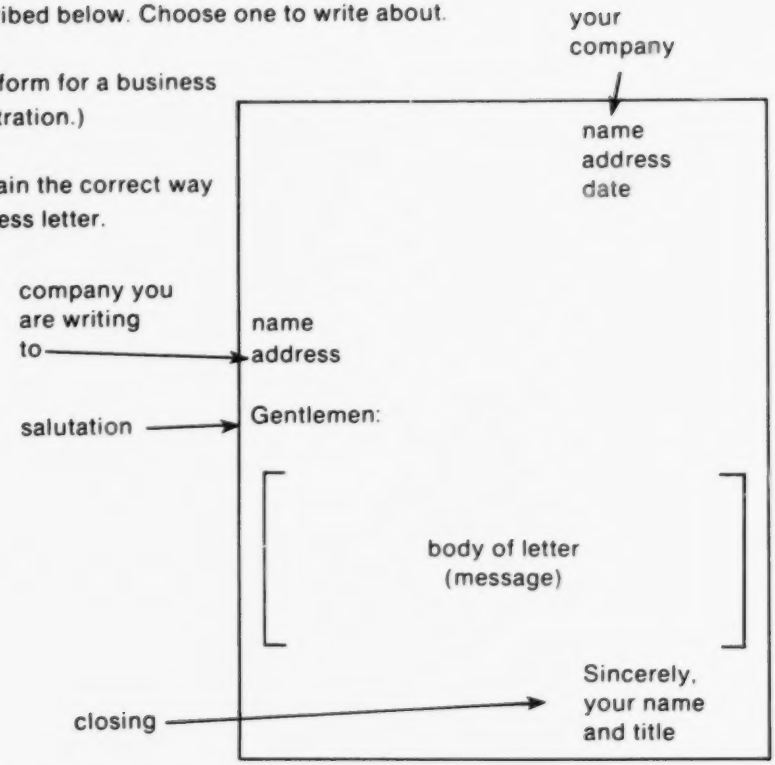
Worksheet 5.02A

Writing Practice

Read the two tasks described below. Choose one to write about.

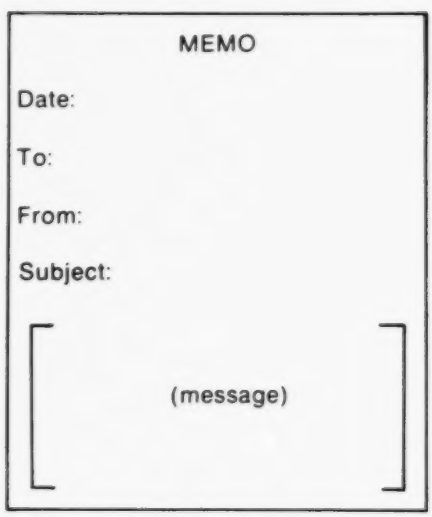
1. Look at the correct form for a business letter. (See the illustration.)

   Write a report. Explain the correct way to structure a business letter.



2. Look at the correct form for an office memo. (See the illustration.)

   Write a report. Explain the correct way to structure a memo.



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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.02: Demonstrate Written Communication Skills
Operational Unit 5.02A: **State Information in a Clear, Concise, and Correct Manner**

Your Checklist	Did you:	Instructor Checklist
☐	1. Determine the information you want to communicate?	☐
☐	2. Outline the message?	☐
☐	3. Place the information in logical sequence?	☐
☐	4. Include all important details?	☐
☐	5. Write the information clearly and concisely?	☐
☐	6. Use correct grammar, punctuation, and spelling?	☐

Instructor _____

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Worksheet 5.02B

Message Writing

Messages

Choose one of the following messages to write:

1. Pretend you are a Pontiac car dealer. Write an invitation. Invite the public to an open house at your Front Street showroom. The open house is on Wednesday, April 14, from 3:00 to 7:00 p.m.

2. Pretend you are a salesperson for Carto Checks. Write a letter of thanks. Thank the purchasing agent at Village Bank in Tampa, Florida. He has placed an order with you.

3. Pretend you are a buyer for the New Smoke pipe shop. Write an order to Pipe Supplies, Inc., Akron, Ohio. Ask for 150 corncob pipes.

4. Pretend you are a traveler. You want to stay in the Grandson Hotel. It is on King Street in Atlanta, Georgia. Write a request. Ask to make reservations. You want a single room for the night of January 15.

5. Pretend you are advertising manager for The Comfort Shoe Store. Write a newspaper ad. Tell about a shoe sale your store is going to have. It is to be June 5, 6, and 7.

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.02: Demonstrate Written Communication Skills
Operational Unit 5.02B: **Convey Accurate and Complete Information**

Your Checklist	Did you:	Instructor Checklist
☐	1. Select a type of written communication?	☐
☐	2. Identify the party who should receive the message?	☐
☐	3. List the necessary facts?	☐
☐	4. Place the facts in the proper sequence?	☐
☐	5. Write the message?	☐
☐	6. Check your facts?	☐
☐	7. Sign your communication?	☐

Instructor _____

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Worksheet 5.03A

Body Language Practice

Part 1

Read the situations below. Choose one to role play. Or think of your own to do.

Situation 1:

You are the host on a game show. Welcome visitors. Describe what will happen on the show today.

Situation 2:

You have just seen a movie. Describe a scene.

Situation 3:

You are on vacation. You have caught a large Northern pike. Describe how you caught the fish and its size.

Situation 4:

You have been asked to meet some visitors from your state. Welcome them to your city. Invite them to this training program. Tell them what you do in the program.

Part 2

Activity:

Pretend you are a basketball player. If you don't know how to play basketball, choose another sport or game. Or choose any activity or hobby you enjoy. Try to interest a group of young children in the game:

1. Greet the group.
2. Invite them to try the game.
3. Tell them why you like the game.
4. Tell them how you first came to play basketball.
5. Tell them how your skill improved over the years.
6. Encourage the children to sign up for the team.

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.03: Demonstrate Nonverbal Communication Skills
Operational Unit 5.03A: **Use Body Language to Improve Speaking Skills**

Your Checklist	Did you:	Instructor Checklist
☐	1. Use posture to convey enthusiasm?	☐
☐	2. Use face and eyes to express feelings and attitudes?	☐
☐	3. Use gestures when appropriate?	☐

Instructor _____

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.03: Demonstrate Nonverbal Communication Skills
Operational Unit 5.03B: **Use Body Language to Improve Listening Skills**

Your Checklist	Did you:	Instructor Checklist
☐	1. Use good listening posture?	☐
☐	2. Use and interpret expressions?	☐
☐	3. React to what the speaker is saying?	☐

Instructor _____

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Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.04: Demonstrate Good Listening Habits
Operational Unit 5.04A: **Exhibit the Qualities of a Good Listener**

Your Checklist	Did you: Checklist	Instructor
☐	1. Plan ways to avoid distractions that interrupt listening?	☐
☐	2. Enter a listening situation?	☐
☐	3. Give attention to the speaker?	☐
☐	4. Repeat the main parts of the presentation?	☐
☐	5. Determine the accuracy of the information you related?	☐

Instructor _____

Evaluation Checklist

Competency 5.0: Communicate Effectively
Task 5.04: Demonstrate Good Listening Habits
Operational Unit 5.04B: **Follow Verbal Instructions**

Your Checklist	Did you:	Instructor Checklist
☐	1. Write on a sheet of paper a list of verbal instructions?	☐
☐	2. Ask questions about any points that are missing or unclear?	☐
☐	3. Follow the instructions?	☐
☐	5. Add any instructions that were omitted the first time?	☐

Instructor _____

Competency 6.0 Accept Responsibility

Task 6.01: Use Initiative

Worksheet 601A	Responsibilities
Evaluation Checklist 6.01A	Anticipate Responsibilities on the Job
Worksheet 6.01B	Fulfilling Responsibilities
Evaluation Checklist 6.01B	Be Willilng to Peform Your Scope of Work

Task 6.02 Use Problem-Solving Techniques

Worksheet 6.02A	Problem Analysis
Evaluation Checklist 6.02A	Analyze the Problem
Worksheet 6.02B	Problem Solving
Evaluation Checklist 6.02B	Identify and Choose among Alternatives
Evaluation Checklist 6.02C	Devise a Plan of Action

Task 6.03: Manage Personal Responsibilities

Worksheet 6.03A	Manage Responsibilities
Evaluation Checklist 6.03A	Manage Responsibilities of Family Living
Worksheet 6.03B	Manage Finances
Evaluation Checklist 6.03B	Manage Personal Finances

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Worksheet 6.01A

Responsibilities

Part 1

List responsibilities you have in this training program. List as many things as you can remember.

Part 2

List persons who have given you each responsibility.

Part 3

List some responsibilities you assume in your work. Example:

Being pleasant to other students or to co-workers.

Saying things like "please" and "thank you."

Part 4

List three designated responsibilities that you have assumed. Think about the examples given on Part C of Information Sheet 6.01A.

1.

2.

3.

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Part 5

Why should you try to assume designated responsibilities? Will you feel better about your work? Will you do a better job? Will you feel better about yourself? Why?

Write a paragraph elow. Explain why it is important to try to assume designated responsibilities.

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.01: Use Initiative
Operational Unit 6.01A: **Anticipate Responsibilities on the Job**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify designated responsibilities?	☐
☐	2. Identify assumed responsibilities?	☐
☐	3. Strive to assume responsibilities?	☐

Instructor _____

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Worksheet 6.01B

Fulfilling Responsibilities

Part 1

Read each situation described below. Then, underline the people who are counting on you. Discuss your answers with another student.

Situation 1:

You buy a loaf of bread at the store. The clerk gives you too much change. You know you should be honest and return the extra money. Who is counting on you?

Situation 2:

Members of your church are hoping to sell items at the fall bazaar. They will use the money they make to help feed the poor. You have been asked to make candles to sell at the bazaar. You agree to do it. Who is counting on you?

Situation 3:

The president of the United States asks all people to conserve energy. Your family's heating bill is very high this winter. You know you should turn down the thermostat and put on a sweater. Who is counting on you?

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Part 2

List your responsibilities below.

Part 3

List the people who are counting on you to fulfill each responsibility.

Part 4

List the consequences of failing to fulfill each of your responsibilities.

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Part 5

List three tasks you dislike.

Part 6

List excuses you use to avoid doing tasks.

Part 7

List reasons why you fail to fulfill responsibilities.

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Part 8

List three steps you can take to fulfill your responsibilities.

Part 9

List some benefits of doing good work.

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Part 10

List feelings you have when you fulfill your responsibilities.

Part 11

Values:

- Learning
- Doing well
- Having fun
- Helping others
- Feeling important
- Succeeding
- Doing quality work
- Making money
- Honesty
- Peace
- Security
- Satisfaction
- Power

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.01: Use Initiative
Operational Unit 6.01B: **Be Willing to Perform Your Scope of Work**

Your Checklist	Did you:	Instructor Checklist
☐	1. Determine who is counting on you?	☐
☐	2. Identify consequences of failing to fulfill a responsibility?	☐
☐	3. Avoid making excuses?	☐
☐	4. Identify benefits of responsible behavior?	☐
☐	5. Choose values that support responsible behavior?	☐

Instructor _____

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Worksheet 6.02A

Problem Analysis

Part 1

State the problem in one sentence.

Problem:_____

Part 2

Describe the feelings of the workers.

Carl:

Carl's staff:

Part 3

Describe some actions that show the workers' feelings and attitudes.

Carl:

Carl's staff:

Part 4

State some causes of the problem. Why did it occur?

Part 5

State some effects of the problem. What is happening because the problem exists?

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.02: Use Problem-Solving Techniques
Operational Unit 6.02A: **Analyze the Problem**

Your Checklist	Did you:	Instructor Checklist
☐	1. Define the problem?	☐
☐	2. Collect facts about the situation?	☐
☐	3. Evaluate the information?	☐

Instructor _____

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Worksheet 6.02B
Problem Solving

Part 1

Identify ways you could solve the problem.
Check the options you might consider

1. Buy a new, faster machine.
2. Hire another press operator to help Carl.
3. Tell customers their materials got lost in the mail.
4. Hire another person to fold and staple in place of Carl.
5. Have staff slip Carl $20 if they want their work done.
6. Assign all folding and stapling to Carl's staff. Keep Carl on the press all day.
7. Ask Carl to work overtime until the work is caught up.
8. Tell Carl he has to work overtime until he is caught up or else get fired.
9. Charge more money for products. Then you will have fewer customers and less printing.
10. Ignore the problem. Go fishing.

Part 2

Answer this question for each option:
What will happen if you . . . ?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.02: Use Problem-Solving Techniques
Operational Unit 6.02B: **Identify and Choose among Alternatives**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify ways to solve a problem?	☐
☐	2. List outcomes of each choice?	☐
☐	3. Identify how your values relate to each option?	☐
☐	4. Choose a solution?	☐

Instructor _____

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.02: Use Problem-Solving Techniques
Operational Unit 6.02C: **Devise a Plan of Action**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify the steps you will take to solve the problem?	☐
☐	2. Identify the people who are involved?	☐
☐	3. Describe your conversations with staff?	☐

Instructor _____

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Worksheet 6.03A

Manage Responsibilities

Part 1

Fill in the schedule below. Record each responsibility you must fulfill. Write it next to the time you will do it. Two responsibilities can share a time if necessary.

Time	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
6:00 a.m.- 7:00 a.m.							
7:00 a.m.- 8:00 a.m.							
8:00 a.m.- 9:00 a.m.							
9:00 a.m.- 10:00 a.m.							
10:00 a.m.- 11:00 a.m.							
11:00 a.m.- Noon							
Noon- 1:00 p.m.							
1:00 p.m.- 2:00 p.m.							

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Time	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
2:00 p.m.- 3:00 p.m.							
3:00 p.m.- 4:00 p.m.							
4:00 p.m.- 5:00 p.m.							
5:00 p.m.- 6:00 p.m.							
6:00 p.m.- 7:00 p.m.							
7:00 p.m.- 8:00 p.m.							
8:00 p.m.- 9:00 p.m.							
9:00 p.m.- 10:00 p.m.							
10:00 p.m.- 11:00 p.m.							
11:00 p.m.- Midnight							

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Part 2

Read the family situations described below.

Day 1:

John has planned to do the laundry (2 hours), shop for groceries (1 hour), and read a book (2 hours). He will do this during the 5 hours between 6:00 p.m. and 11:00 p.m. These responsibilities are important. John has no clean clothes. He is having guests for dinner tomorrow. He needs some time to relax.

At 7:00, John's mother calls. She needs a ride to the emergency room. She has cut her finger. She thinks she will need stitches. John thinks it will take 2 1/2 hours to help his mother.

What were John's priorities at the beginning of the evening? What do you think they are now?

Beginning priorities **Final Priorities**

1.

2.

3.

Day 2:

John has planned to do the following after work today: (1) take the children to the dentist from 6:00 until 7:00, (2) scrub the kitchen floor from 7:00 until 8:00, and (3) have guests to dinner from 8:00 until 11:00.

The dentist's secretary calls. She changes the children[illegible]pointment to next week. What were John's priorities at the beginning of the evening? What do you think they are now?

Beginning priorities **Final priorities**

1.

2.

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Now:

Compare the priorities from one day to the next. Did the priorities change? Why? Discuss the idea of changing priorities with other students. How does each person decide on priorities? How can you make changes in your schedule?

Discuss John's final priorities you listed on Day 2. Did you list any priorities from Day 1 in this column? Why? Why not? Can you postpone some responsibilities to another day or time?

Part 3

Explain why it is important to have a schedule.

Explain why you must be able to change your schedule as needed.

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.03: Manage Personal Responsibilities
Operational Unit 6.03A: **Manage Responsibilities of Family Living**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify responsibilities at home?	☐
☐	2. Prioritize your responsibilities?	☐
☐	3. Delegate responsibilities when possible?	☐
☐	4. Allow time to fulfill your responsibilities to your home, your children, and yourself?	☐
☐	5. Adapt your schedule when necessary?	☐

Instructor _____

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Worksheet 6.03B

Manage Finances

Part 1: Budget Plan

	Amount
Income	$_____

Expenses

Groceries	
Rent or house payment	
Gas	
Electricity	
Telephone	
Car payment	
Gasoline	
Clothing	
Medical	
Cleaners	
Insurance	
Church/charities	
Taxes	
Work expenses (parking, bus, etc.)	
Tuition	
Entertainment	
Total Expenses	$_____

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Part 2: Budget

Income

Total Income $_____

Expenses

Total Expenses $_____

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Evaluation Checklist

Competency 6.0: Accept Responsibility
Task 6.03: Manage Personal Responsibilities
Operational Unit 6.03B: **Manage Personal Finances**

Your Checklist	Did you:	Instructor Checklist
☐	1. Identify the total amount of your monthly income?	☐
☐	2. List the expenses you have each month?	☐
☐	3. Compare income and expenses?	☐
☐	4. Reduce expenses, if necessary?	☐
☐	5. Find other sources of income, if necessary?	☐
☐	6. Match income to expenses?	☐
☐	7. Keep accurate and complete records?	☐
☐	8. Practice wise use of credit?	☐

Instructor _____

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Competency 7.0: Cooperate with Others

Task 7.01: Work as a Member of a Team

Worksheet 7.01A	Feelings
Evaluation Checklist 7.01A	Communicate Freely with Co-Workers and Supervisors
Worksheet 7.01B	Job Frustrations
Evaluation Checklist 7.01B	Deal with Job Frustrations

Task 7.02: Work Under Supervision

Worksheet 7.02A	Organizational Structure
Evaluation Checklist 7.02A	Identify and Work Within the Organizational Structure
Worksheet 7.02B	Following Instructions
Evaluation Checklist 7.02B	Cope with Conflict

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Worksheet 7.01A
Feelings

Part 1

People have a variety of feelings. Some feelings are positive feelings. They make us feel good inside. Some feelings are negative ones. These are not good feelings. Read the positive and negative feelings below. Check the feelings you have experienced. Be honest with yourself. Each of us has many kinds of feelings . . . about others . . . and about ourselves.

Positive	Negative
Love	Hate
Joy	Anger
Happiness	Sadness
Security	Fear
Satisfaction	Frustration
Success	Failure
Admiration	Disgust
Self-worth, value	Worthlessness
Excitement	Boredom
Respect	Humiliation

Part 2

People cannot always change their feelings. But they can change the ways they express (show) their feelings.

Talk with the students in your group. Give examples of times you have had the feelings you checked above.

Describe how you expressed your positive feelings. Then, describe how you expressed your negative feelings. Ask for suggestions from others. Are there other ways you could have expressed each feeling?

Part 3

Getting along with people is very important to job success. Many people lose their jobs because they can't get along with co-workers and supervisors. They have not learned to express feelings in a positive way.

What is wrong with expressing feelings negatively? Ask yourself, "What will happen if you say . . . ?" Discuss this topic with people in your group. Add to the list below.

1. You could be fired.
2.
3.
4.
5.
6.

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Part 4

State ways you can express feelings in a positive way. List five rules to follow. Ask other students for their ideas. Ask your instructor Example:

> *Think about how other people will feel before you speak. Describe how* ***you*** *feel. "I feel angry when . . . "*

1.

2.

3.

4.

5.

6.

Part 5

Situation:

You work for Ms. Reid. You type all reports. There are two long reports to be typed every Friday. Each report takes three hours to type. Ms. Reid gives you the first report by 9:00 a.m. She gives you the second report by 2:00 p.m.

This month the schedule has changed. Ms. Reid has been late with the last report. She has given you the report at 3:30 p.m. instead of 2:00 p.m. She has done this for four Fridays in a row.

You are angry. You do not like staying until 6:30 p.m. on Friday night. Everyone else leaves at 5:00 p.m. What can you say to Ms. Reid? How can you express your negative feeling?

Write your statements below. Then, ask another student to read the situation. Ask that student to pretend to be Ms. Reid. Say what you have planned to Ms. Reid. Ask the student (Ms. Reid) to explain how he or she felt in response to your comments.

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Part 6

Read the situation below. Then read the different interpretations (understandings). Read how each person sees the situation.

Situation:

Mr. Fisher is an experienced roofer. He is working with two apprentices.

Mr. Fisher compliments Paul every time he does something right. He tells Paul what a good worker he is. He watches how Paul does things. He gives him suggestions.

Mr. Fisher rarely compliments John. He lets John work on his own. He rarely offers John advice.

John's interpretation:

John believes Mr. Fisher favors Paul. He has tried very hard. But Mr. Fisher rarely compliments him. John is upset. He believes Paul is getting all the praise and attention. John thinks this is unfair. He is an apprentice just like Paul. John is angry.

John decides Mr. Fisher does not think he is doing a good job. He believes Mr. Fisher thinks he shows little promise. John is disappointed.

Paul's interpretation:

Paul is grateful to Mr. Fisher. He knows he is not as skilled as John is. He is glad Mr. Fisher is helping him. He is glad Mr. Fisher understands he is trying his best.

Part 7

John decides to talk with Mr. Fisher. Pretend you are John. Complete the sentences below. Tell Mr. Fisher how you feel.

1. I feel upset that _____

   _____

   _____

2. I feel angry that _____

   _____

   _____

3. I feel disappointed that _____

   _____

   _____

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Mr. Fisher realizes he should have behaved differently. He explains the facts to John. Then he explains his actions.

Facts: Mr. Fisher is knowledgeable about roofing work.
Mr. Fisher is a caring person.
John appears self-assured and confident to Mr. Fisher.
John exhibits good skills.
John is especially talented.
John can work alone with little supervision.
Paul appears to lack confidence.
Paul has average skill but shows promise.
Paul needs supervision to do a job well.

Actions: Mr. Fisher likes both men. He wants them to do well on the job. He enjoys working with them. Mr. Fisher knows John is an excellent worker already. He is not concerned about John's ability to succeed. But Mr. Fisher is concerned about Paul.

Paul could be a very good roofer. But he has little confidence in himself. Mr. Fisher wants to change this. He compliments Paul every time he does something right. He tells Paul what a good worker he is. Mr. Fisher hopes the encouragement will inspire Paul to be a better worker, like John.

Now . . . Do you understand Mr. Fisher's motives? Have you ever jumped to conclusions yourself? Do you understand why you must have all the facts? Facts help people to understand situations.

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Evaluation Checklist

Competency 7.0: Cooperate with Others
Task 7.01: Work as a Member of a Team
Operational Unit 7.01A: **Communicate Freely with Co-Workers and Supervisors**

Your Checklist	Did you:	Instructor Checklist
☐	1. Express feelings in a clear, tactful manner?	☐
☐	2. Avoid jumping to conclusions?	☐
☐	3. Avoid letting your feelings interfere with your judgments?	☐

Instructor _____

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Worksheet 7.01B

Job Frustrations

Part 1

Read the problem situation. Then answer the questions.

Situation:

Irene stocks groceries at the Big Guy Supermarket. She must stock the shelves on aisles 7 through 14 today. There are a lot of customers today. The head cashier asks Irene to bag groceries. So Irene bags groceries for three hours. She does not finish stocking aisles 7 through 14.

At quitting time, the store manager sees Irene. He scolds her for not getting her work done. Irene is frustrated.

Analyze the problem:

1. What is the problem?
2. What caused the problem?
3. What is Irene's responsibility?

Part 2

Find two classmates to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. List things Irene can do to correct the situation.Example:

She can kick the shelves to show her anger.

B. List what might happen if Irene does each thing. Example:

She might hurt her foot. She might knock over some cans. She might anger the store manager.

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C. Write your choice of what Irene should do. Irene should

Part 3

Write exactly what Irene should do . . . and what she should say. Explain how she should deal with the problem.

Part 4

Read the problem situation. Then answer the questions.

Situation:

Mark is one of three proofreaders. He, Alan, and Kay work for Kenton publishers. The three readers review articles and books. They check for grammatical errors. They check for spelling errors. They check for typing errors. Then they send the materials to be printed.

Mark is not careful. He misses some of the errors. He takes long rest breaks. He doesn't get his work done. So he asks Alan and Kay to help him.

The supervisor speaks to the readers. She tells them their work is sloppy. They are not catching the errors. And they are not completing enough work. Her last words are, "I expect to see some changes."

Alan and Kay are irritated. They are tired of doing Mark's work. They don't like taking the blame for Mark's incompetence.

Analyze the problem:

1. What is the problem?
2. What are Alan's and Kay's feelings?
3. Is Mark aware of the problem? Does he know he is the cause?

Part 5

Find two classmates to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. What can Alan and Kay do to solve the problem?

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B. List the good and bad points of each choice. Ask yourself, "What will happen if . . . ?

C. Write your choice of what Alan and Kay should do. Alan and Kay should

Part 6

Write exactly what Alan and Kay should do . . . and what they should say. Explain how they should deal with the problem.

Part 7

Read the problem situation. Then answer the questions.

Situation:

Jason works as a child care worker. He works with three other people. They work at the Kindness Child Care Center.

Jason is the newest staff member. This is his first job working with children. The other three workers have been at the center for over eight years.

Jason has many opinions. But he doesn't like to hear the opinions of other workers. Jason thinks he knows everything about children. He has read a lot. He has given children and their behavior a lot of thought. He thinks he knows just how to handle children.

Jason's co-workers are finding their work difficult. Jason is causing problems. He thinks he knows what is best. He is acting in good faith. But Jason doesn't have enough experience. His knowledge is limited to what he has read . . . and his own brief experience.

Jason's co-workers have found that a lot of experience is very important . . . especially in their work. It gives them more ways of looking at things. They are better able to understand children . . . and the kind of help they need.

Jason is not aware of this. He is so sure of himself. He doesn't really listen to what his co-workers say. He never hears their suggestions. If he does, he ignores them.

Jason's co-workers must find a way to deal with the problem. The owner of the center is the supervisor. He does not want to be bothered with problems. He expects the workers to solve their own problems.

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Analyze the problem:

1. What is the problem?
2. Who is involved?
3. What is the cause of Jason's behavior? Why does he act as he does?

Part 8

Find two classmates to work with you on this activity. Discuss the questions below. Write your answers in the spaces provided.

A. What can Jason's co-workers do to solve the problem?

B. What do they hope to accomplish?

C. Write the action you choose for Jason's co-workers.
Jason's co-workers should

Part 9

Write exactly what Jason's co-workers should do . . . and what they should say. Explain how they should deal with the problem.

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Part 10

Read the problem situation. Then answer the questions.

Situation:

Amelia just began her job with Grid Lines, Inc. She is a drafter. And she is the first female drafter ever hired at Grid Lines. On her first day, one of the men told Amelia that making the coffee was her task. Each of the men also have tasks—buying pop, going to the stock room, and getting the mail.

The men talk to each other in low voices when Amelia leaves the room. Amelia can hear them laughing in the hall. Whenever Amelia walks across the room, at least one man whistles at her.

Amelia likes her job. But she resents the attitude of the men. She must do something to change it. She wants them to show her more respect.

Analyze the problem:

1. What is the problem?
2. How does Amelia feel?
3. Why do the men act as they do?
4. Do they know Amelia does not like it?
5. Do they know why?

Part 11

Find two classmates to work with you on this activity. Discuss the questions below. Write your answers in the space provided.

A. List three things Amelia can do to solve the problem.

B. List what might happen if she does each thing.

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C. Write your choice of what Amelia should do. Amelia should

Part 12

Write exactly what Amelia should do . . . and what she should say. Explain how she should deal with the problem.

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Evaluation Checklist

Competency 7.0: Cooperate with Others
Task 7.01: Work as a Member of a Team
Operational Unit 7.01B: **Deal with Job Frustrations**

Your Checklist	Did you:	Instructor Checklist
☐	1. Cope with confusion over job responsibilities?	☐
☐	2. Cope with incompetence?	☐
☐	3. Cope with difficult personalities?	☐
☐	4. Cope with prejudice?	☐

Instructor ___ _____

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Worksheet 7.02A

Organizational Structure

Part 1

The following jobs are found in APX Enterprises. Read the brief description of each job. Then write the job titles in the proper places on the organizational chart that follows.

President—supervises the entire operation.

General Manager—is in charge of operations; supervises the Sales Department.

Purchasing Manager—is in charge of all purchasing; supervises the buying clerk and the stock clerk.

Buying Clerk—orders materials to be used in production; reports to the purchasing manager.

Stock Clerk—keeps inventory records; reports to the purchasing manager.

Sales Manager—is in charge of company sales; supervises the sales representative and a secretary.

Secretary—answers phones; types new orders on order forms; reports to the sales manager.

Sales Representative—contacts new accounts; reports to sales manager.

Accounting Manager—is in charge of all accounts; supervises the bookkeepers.

Bookkeeper (Accounts Receivable)—sends bills to customers; keeps records of payments received from customers; reports to accounting manager.

Bookkeeper (Accounts Payable)—keeps records of incoming bills; keeps records of payments to suppliers; reports to accounting manager.

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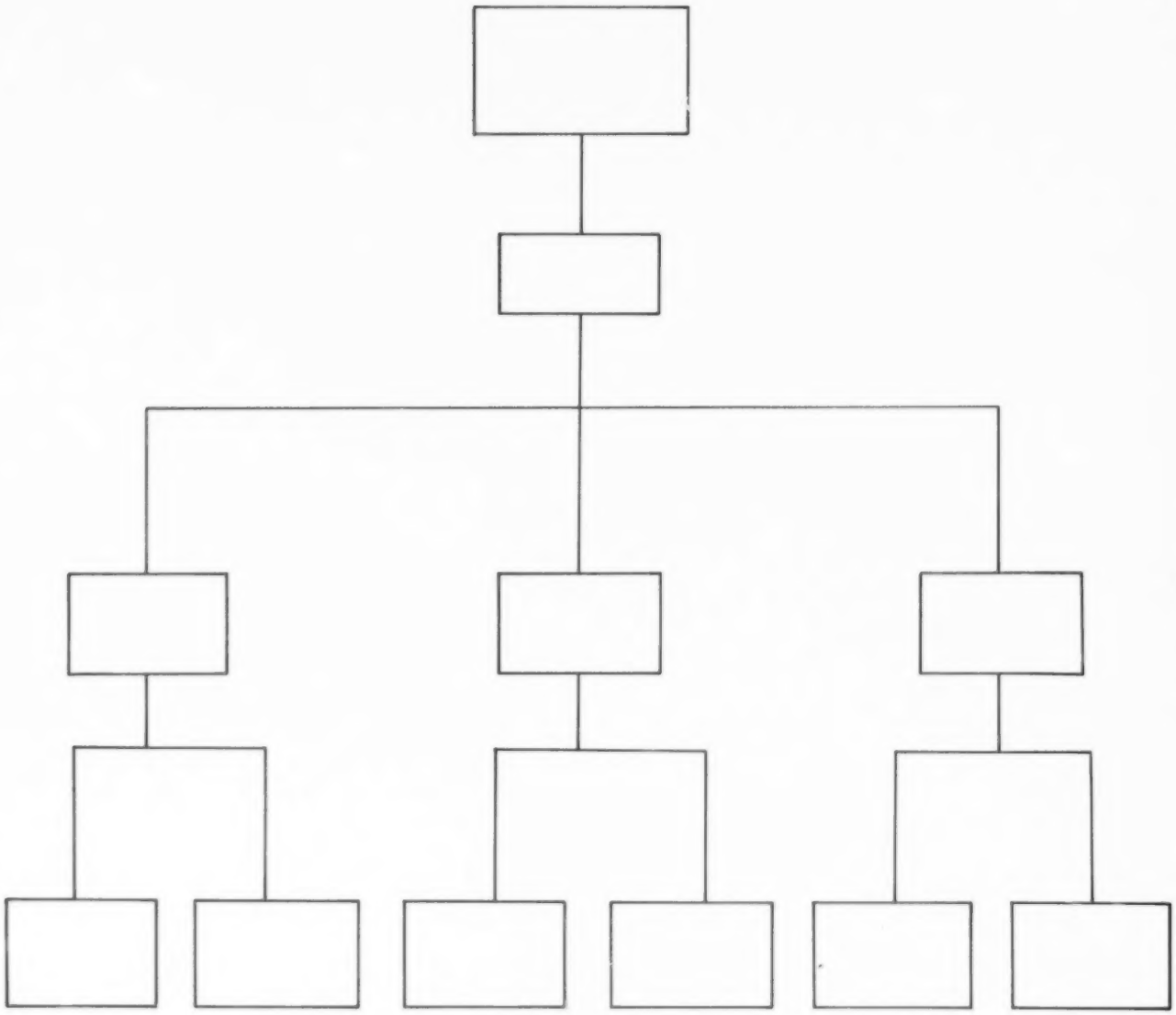
Organization Chart



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Part 2

You have been hired as the bookkeeper in Accounts Payable. Read the job description. Then make a list of your responsibilities.

Description:

The accounts payable bookkeeper reports to the accounting manager. The accounts payable bookkeeper is responsible for all transactions (exchanges of goods and money) with the suppliers. The bookkeeper receives bills in the mail. He or she keeps records of incoming bills. He or she files the bills in the file cabinet.

The accounts payable bookkeeper keeps records of payments to suppliers. He or she writes entries of payment. This is done in the accounts payable ledger each day.

You are the accounts payable bookkeeper. List your responsibilities below.

Part 3

Explain how your job fits into the structure of the company.

- Who do you report to?
- Who do you get your information from?
- How does your work help the company run smoothly?

Part 4

Read the situation. It describes a procedure that is not on the organizational chart.

Situation:

One of your responsibilities is to record payments to suppliers. You do this in the ledger. However, this has been a busy week for you. You have spent a lot of time on incoming bills.

The accounts receivable bookkeeper has not been busy this week. She records payments *received* in the accounts receivable ledger. She does this in the same way you record payments *made* to suppliers. She could help you today. She could record entries in the accounts payable ledger. So you ask her.

The accounts receivable bookkeeper is glad to help. She knows you will return the favor some day.

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Identify the informal procedure.

1. What is your job?
2. What is the accounts receivable bookkeeper's job?
3. What did the accounts receivable bookkeeper do that was *not* her job? What was *not* formally written in her job description?

Part 5

How do informal procedures help you to complete work? How do they help the organization? Discuss the questions with other people. Then write a paragraph below. Answer the question.

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Evaluation Checklist

Competency 7.0: Cooperate with Others
Task 7.02: Work Under Supervision
Operational Unit 7.02A: **Identify and Work within the Organizational Structure**

Your Checklist	Did you:	Instructor Checklist
☐	1. Examine the formal organizational structure?	☐
☐	2. Examine the informal organizational structure?	☐

Instructor _____

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Worksheet 7.02B

Following Instructions

Part 1

Instructions are not always logical.

Example:

Becky's supervisor gives her these instructions:

1. Lock your tool box before you leave work at 5:00 p.m. There have been some robberies in this building.
2. Leave a note for the plumber. He is working from 7:00 p.m. until 10:00 p.m. tonight.
3. Tell the plumber he can use your tools. He is stopping on his way home from a dinner party.

What is confusing about these instructions?
Do you think Becky should follow them?
Why? Why not?
What might happen if she does?

Instructions are not always reasonable to follow:

Example:

Joe can type two 15-page reports in two hours. Joe's supervisor gives him three 10-page reports. He gives them to Joe at 1:00 p.m. He says he wants them on his desk at 2:30 p.m. the same day.

What is unreasonable about these instructions?
Do you think Joe should try to follow them?
Why? Why not?
What might happen if he does?

Part 2

Instructions are sometimes in conflict (disagreement) with each other.

Example:

Sharon works in the hospital lab. Her boss is Mrs. Hale. Mrs. Hale gives Sharon this instruction:

"Take Mrs. Anton's blood pressure in 5 minutes."

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Dr. Parks meets Sharon in the hall. He gives her this instruction:

"Do the lab work on these blood samples right now. It should only take you about 15 minutes."

What is conflicting about these instructions?
Which one should Sharon follow?
Why?
What might happen if she does?

Part 3

Instructions sometimes conflict (disagree) with one's moral and ethical values.

Example:

Roger works in the print shop at CDA, Inc. His job is to print company reports. Personal printing is not allowed.

Roger's boss comes into the shop. He asks Roger to print 2,000 copies of a neighborhood flyer. He tells Roger to hide it if anyone comes into the shop.

What is the trouble with these instructions?
Do they conflict (disagree) with company rules?
Do they conflict with your values about what is right?
Should Roger follow his boss's instructions?
Why? Why not?
What might happen if he does? How will he feel?

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Evaluation Checklist

Competency 7.0: Cooperate with Others
Task 7.02: Work under Supervision
Operational Unit 7.02B: **Cope with Conflict**

Your Checklist	Did you:	Instructor Checklist
☐	1. Seek clarification of instructions?	☐
☐	2. Follow established lines of authority?	☐
☐	3. Identify limits of authority?	☐

Instructor _____

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